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ABSTRACT

The Community Centered School Support Program, also known as the Bingham Project, is not a new idea but rather a more structured application of an old concept. The plan assists small rural schools with inadequate guidance funds to establish a career information program at a minimum cost using the community, a heretofore untapped resource. The objectives of this 1970 Title I Elementary and Secondary Education Act program are to: convince the school and community that they should provide, in their planning and budgets, for guidance services; foster better school-community relationships; emphasize the importance of career information for education and life planning; provide significant guidance services to the noncollege student; train teacher-counselors for the guidance role; and train the school's personnel toward independent operation of this community-school support program after Federal funding is terminated. The report/guideline summary assists persons who might be interested in establishing such a program giving: a project description, procedures (including the teacher-student interview program, career representatives, career information sources and classification, a career card file system, career type interviews, films, and the committee structure); and personal and financial requirements. News release samples, miscellaneous forms, an equipment inventory, and sources of career information are also listed. (KM)

Stan Ferguson
Univ. of Maine
Farmington, Maine 04938

RURAL COMMUNITY RESOURCES AS A GUIDANCE TOOL: AN ACTION PLAN

ED 093542

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[1973]

Career Development Elective

A REPORT/GUIDELINES OF THE "COMMUNITY CENTERED SCHOOL SUPPORT PROGRAM", KNOWN AS THE "BINGHAM PROJECT", ESTABLISHED AT THE UPPER KENNEBEC VALLEY MEMORIAL HIGH SCHOOL, B I N G H A M, MAINE, IN SCHOOL ADMINISTRATIVE DISTRICT NO. 13, 1971 - 1972.

SPONSORING INSTITUTION:	UNIVERSITY OF MAINE AT FARMINGTON
FUNDING AGENCIES:	TITLE I, HIGHER EDUCATION ACT UNIVERSITY OF MAINE AT FARMINGTON STATE DEPARTMENT OF VOCATIONAL EDUCATION
PROJECT DIRECTOR:	STANLEY FERGUSON
PROJECT COORDINATOR:	GRAYDON ROBINSON
GUIDELINES/REPORT:	EDITED & COMPILED BY GRAYDON ROBINSON

CITATION FOR BINGHAM

"IN RECOGNITION OF OUTSTANDING ACHIEVEMENT IN SUPPORTING AND FULFILLING THE EDUCATIONAL GOALS OF THE BINGHAM PROJECT, THIS PLAQUE IS AWARDED TO THE CITIZENS OF THE TOWNS COMPRISING SCHOOL ADMINISTRATIVE DISTRICT NO. 13 BY THE SPONSORING AGENCY TITLE I HIGHER EDUCATION ACT OF 1965"

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INTRODUCTION

The "Community Centered School Support Program", known popularly as the "Bingham Project", is not a new idea, but rather a more formal and structured application of an old concept.

Career Information and Education is of the utmost importance in the entire educational process. The choice of work and career opportunities has expanded to such an extent, that students cannot be expected to make intelligent choices of their own, unless aided by Career Programs during their school life.

The Bingham Plan was initiated to assist small rural schools, with inadequate funds for guidance personnel, to establish a career information program at a minimum of expense, using the community, a hereto-fore untapped source. Its stress has been career information, but it could easily become the first step to career education programs.

Requests have been received from many areas for more information about the program. The following report, guidelines is aimed at assisting those who might be interested in establishing such a program. For this purpose, we are including as much material as possible, dividing it in such a way, as to serve as a quick and ready reference for anyone wishing to know more about the entire program or any particular facet of the plan. A quick glance at the table of contents will enable one to turn immediately to areas of interest.

We have tried to spell out in some details the steps suggested to initiate and implement the program. No two school districts are the same, thus this is but an attempt to esablish guidelines adaptable to any situation.

I extend my appreciation to Stan Ferguson, Grayton Robinson, Superintendent Robert Powers, Principal Walter Reed, Ann Corson, and the many other persons who were instrumental in developing and implementing the "Bingham Project". We at the University of Maine at Farmington are pleased that we had the opportunity to cooperate with SAD No. 13 in developing this model program in career counseling which has great significance for the rural schools of Maine.

For too long, those public school students who were not college-bound have been confronted with an information gap regarding non-college career choices and educational opportunities. In a state where only slightly more than one-third of the high school graduates go on to higher education, we have wasted a tremendous source of human potential by continually ignoring the vast majority of our youth who seek alternatives to a college degree. The University of Maine at Farmington will continue to utilize its resources in assisting communities of western Maine to develop occupational alternatives for Maine youth.

Einar A. Olsen

President

University of Maine at Farmington

The people connected with the Bingham Project and living in the Bingham Community should be proud of the fact that they participated in the developing of a functional, model career counseling program which has every possibility of being reproduced in other small schools in the state and for that matter, in the small schools of other states.

It may seem to you that this undertaking was simple with limited goals, but it is just such uncomplicated projects that people do not attempt. Generally or so it seems, people are only interested in attempting the complex, the big or the large budget projects.

We need more people such as Stan Ferguson, Graydon Robinson, Robert Powers, Walter Reed, Ann Curson, and the Bingham School Committee who are willing to try something new.

Of course, such a project would be impossible without the foresight of people like Mr. Elwood Padham and Mr. Frank Hagan. Let me assure you that this institution will continue via its program of community service to support projects like this one. We see a major part of our role as helping communities try the new, the exciting and the different in the field of education.

Dr. Dick Rice

Vice-President

University of Maine at Farmington

I wish to express my appreciation to the citizens of SAD No. 13 for your cooperation in helping the Bingham Project to successfully fulfill its goals. The partnership of school curriculum and career information are proved compatible. Both the school and the community are now in a better position to serve the educational and career needs of each individual student, whether it be entering the work world, technical training or college. The continuation of a strong community and school cooperative relationship will bring about a greatly expanded understanding of what education is and does. It is my sincere hope that the adults of the community will continue to think of themselves as experts in their job fields and be able to offer their expertise in the guidance of school children. It is also my hope that the classroom teachers will look upon the adults of the community as a reservoir of knowledge that can complement classroom instruction — and invite these adults to the school.

I extend to all of you my best wishes for your continued success.

Stan Ferguson

Project Director

The School Year 1971-72 has been a most rewarding experience for me, as Coordinator of the "Community Centered School Support Program", in Bingham, Maine. I am most appreciative to the University of Maine at Farmington for providing the leadership and funding necessary to inaugurate such a program. Mr. Stanley Ferguson, the Project Director, allowed me full authority in establishing procedures and arranging the program to fit the needs of the community, and was a constant source of support and advice. Other encouragement that was most helpful came from Frank Hagan, Title I Coordinator HEA, Mr. Elwood Padham, Deputy Commissioner of Education, and Dr. Dick Rice, Vice President of the University of Maine at Farmington.

It was a real pleasure to work with Superintendent Robert Powers, Walter Reed, Principal of Upper Kennebec Valley High School, Mrs. Ann Corson, Guidance Counselor, and all the faculty and staff of the school. If there are any weaknesses in the program, it is certainly not due to them, for their support, understanding and encouragement were beyond all expectations.

I believe the Bingham Project was a success, and I hope the pages of this report, guidelines will substantiate this success. I am convinced that guidance programs should include the concepts of this project if they are to be complete programs. For too long, the majority of students have been overlooked in their post-high school planning. As stated in more detail elsewhere, this program can be made a functioning one with a minimum of finances, giving a maximum return. It could be, at least until something better arises, a solution to small school guidance difficulties. It does not demand a Guidance Department, nor a Guidance Person, although these would certainly enhance the program. All that is basically needed is community goodwill and cooperation, a willingness on the part of administration and faculty to implement the program, and one person who will undertake the responsibility for its coordination.

Bingham, Maine, has proven this to be true, for all of the above elements were present there. Title I HEA, the University of Maine at Farmington, and the State Department of Vocational Education funded the project with substantial amounts of money, enabling Bingham, as the experimental school, to inherit a vast amount of material and equipment, not absolutely essential to the program as such.

My sincere thanks to all involved in the Bingham Project for their help and cooperation. I hope that our effort there may help other communities to achieve the same rewarding results.

Graydon M. Robinson

Project Coordinator

The Bingham Project has been one of the few Federally financed projects that I have seen which has accomplished what it was designed to accomplish. I attribute this to the fact that the project had realistic goals which were attainable. The project was essentially simple, not tied down in red tape, and not top heavy in administrivia.

Although School Administrative District No. 13 is a conservative area the citizens realized the need for career oriented services for the students and thus were willing to "take a chance" on Stan Ferguson's brain-child. Once the project got into full swing, however, the few reservations which were in existence were quickly dispelled because the students, staff and community accepted and participated in the project.

It is my opinion that no project of this nature can be stronger than the personnel involved, because it is personnel who ultimately make the project work. The Bingham Project and School Administrative District No. 13 have been blessed in this respect. Stan Ferguson conceived the project and persevered to get it funded and operable. Dr. Dick Rice enhanced the project through his moral support and academic "in put". Graydon Robinson is the man who did much of the leg work, and without him this report might have a different theme. Principal Reed and Ann Corson, Guidance Counselor, were instrumental in making the Bingham Project a success. The Bingham Project was truly a team effort and the results wil be a positive influence on the students at Valley High School for a long time.

School Administrative District No. 13 wishes to thank the Bingham Project for a job well done. Because the career library will be an integral part of the guidance program at Valley High School in the future, we will be able to say thank you for many years to come.

Robert Powers, Superintendent

School Administrative District No. 13

I was sold on the Bingham Project before it started because I knew this would be the only way to get a total Guidance Program in Valley High School.

The Guidance Program has been set up in a very well organized manner which will be a lasting one. To me it has been very successful to date because the opportunity to every student is there. The only weakness so far is to get all concerned to understand what Guidance can do for them.

I believe the faculty is all for the program as they know that it will help them also to coordinate subject matter with careers and counseling.

I believe the community is yet to realize the true value of Guidance, but I see a great improvement since the program started. Parent contact is improving also in the Guidance Office.

I can see no reason why the program should stop. The Board of Directors have rehired the Guidance Counselor with a Guidance budget and the physical facilities are ok.

To me this is an A-1 program very badly needed in the rural schools. Being one of the oldest Guidance Counselors in the state I have known the need for this for a long time. It always seemed to be a question of money, and Guidance was the first to be cut.

I am very proud to have been a part in putting the program in Valley High School. I believe that it is the best thing that we could have in Valley High for all concerned. The battle is not won yet, but it will show its worth as time goes on.

I commend Graydon Robinson for the fine job of organization of the program as he has been a great asset in promoting the services to the Board, Faculty, students and townspeople.

Walter Reed

Principal,

Upper Kennebec Valley High School

The Bingham Project interested me from the beginning since I was a first year counselor and realized that I needed as much help as I could possibly get in setting up the guidance department.

The Bingham Project helped me to gain both the knowledge and the material necessary for the career information phase of the guidance program. The material that will be left behind will be of great value to Valley High School students. The incentive that I have received was and will enable me to continue what the Bingham Project stands for. It seems to have given me that extra boost that I'm sure so many counselors need in terms of the importance of career information in the guidance program.

The successes of the Bingham Project can be counted by taking a before and after look at the guidance area. The information accumulated as well as the equipment purchased are a kind of success in themselves. The use of the area by students and its influence on them can be termed a success. The impact of the Bingham Project, however, may not be realized until four or five years from now. The program has been in existence for only a year of which the biggest part was organization and establishment rather than utilization. In four or five years when today's 7th and 8th grade students make the transition from the world of Valley High to the world of work and or further education the real success of the Bingham Project will be determined. How the program facilitates their decision-making concerning careers cannot be evaluated now. That will be left for the future when the students will have had the use of the career program and the guidance program for five or six years. Will these students be more aware of their interests, aptitudes, and abilities than today's students? Will they be more knowledgeable concerning the world of work? Will they be ready to make good career choices?

As a guidance counselor the program is related directly to my area. I don't think some of the faculty members have related the program to their subject areas. Perhaps there was not enough briefing of faculty members or perhaps some were just not interested. In either case, my job in the next few years will be to try to make up for this weakness in the program. Although many students do use the career library, there are many who do not. Through setting up a course in occupations for sophomores next year, I hope to increase the utilization of the area in the future.

I think the program can be of great motivational value to the school as a whole since it can help students to set realistic goals for themselves and show them the way to achieve these goals.

It is with great appreciation and thanks that I will say goodby to Graydon Robinson, who as Coordinator of the Project, was such a great help to me. I will not say goodby to the Bingham Project, since it will still be here in both the material and spiritual sense. In the future I hope to use and expand its resources and philosophy.

Ann Marie Corson

Guidance Counselor

Upper Kennebec Valley High School

THE BINGHAM PROJECT —

GENERAL & HISTORICAL DEVELOPMENT

In the Spring of 1970, Mr. Stanley Ferguson, a Counselor at the University of Maine at Farmington, conceived the idea of the "Community Centered School Support Program", and submitted what would later become known as the "Bingham Project" to Mr. Frank Hagan, Coordinator of Title I, HEA, for funding.

A number of rural school districts not too far distant from Farmington were selected, and invitations were sent to these districts to serve as pilots for the program. School Administrative District No. 13 was the first to respond, and meetings were held by Mr. Ferguson to explain the project. The Board of Directors and Administration decided to implement the program if it were funded.

To avoid repetition, in this overview I will merely state the events and highlights of the Project during the year, without going into great detail. For more precise statements on objectives, procedures, and the like, please consult appropriate sections of this report guidelines.

The basic concept of the Project may be stated this way: to provide the basic guidance service of career information and education, using community and regional resources, in a school situation without an established Guidance Department or a full-time Guidance Counselor. We have attempted to operate under this premise, even though circumstances did change as regards to a guidance person, before the actual implementation of the program.

While discussions were being held by the funding institutions in early summer, the Board of Directors employed a full-time Guidance Counselor for the year 1971 - 72. This Counselor, Mrs. Ann Corson, was contracted by the Board, acting independently from the Project, but certainly under its causal influence.

For some time, Principal Walter Reed at Valley High School had asked for a Guidance Person, but had been repeatedly refused. In his report to School Administrative District No. 13, as found in the Annual Report for 1970 - 71, he states:

"As I see it, we have four crucial needs. There are others, but for next year I would rate the following as the most important:

> We need a Guidance Counselor to help students with personal, educational and vocational needs. We need to provide Valley High Students with a person who has the time to listen and help, so that after six years of planning and counseling our graduates will be ready for this.

complex age. I believe that the time has come to really communicate with this generation and I believe that a Guidance Counselor will add a service that is badly needed." (1)

Discussion about the Project evidently stirred interest in a complete Guidance Function, to the point of establishing a Guidance Department and employing a full-time Guidance Counselor at the Junior High and High School. The thinking of the Board of Directors seems to have been that this new Counselor could benefit from the experience and contacts that would be present with the Project during the year, and thus be better able to continue and enlarge upon this phase of the Guidance Function. Also, since career information and education would be handled by the Project, it would allow the Counselor more time to develop the other aspects of guidance during the initial year of the department. The year, at its close, would see a complete and balanced program of guidance in full operation.

One of the drawbacks of the new counseling position was the fact that the Project, as originally designed and approved, was to be implemented without the aid or presence of a counselor. This new development created some difficulty, but on September 1, 1971, the Project was approved and funded by Frank Hagan, Coordinator of Title I, HEA.

Since a full-time counselor had been employed, it was decided the original proposal of using two University of Maine students each semester at the Project Site would be superfluous; and this part of the proposal was deleted.

The original proposal was also amended regarding administration of the program. Originally, Mr. Stanley Ferguson was to serve as On-site director operating from his Farmington Office, but spending the needed time in Bingham to implement the program. Due to teaching and other University obligations, and also the fact that the program needed someone continually on-the-scene, it was decided to employ a Coordinator. Mr. Ferguson remained the Project Director, and Mr. Grayson Robinson was employed by the University as Project Coordinator, to remain in the community and at the school for the duration of the Project.

(1) School Administrative District No. 13 — Annual Report — February 1, 1970 to January 31, 1971, Page 9.

The Coordinator became a resident of Bingham, placing him at the scene, elimnating excessive traveling expense and time, and psychologically enhancing his community role and acceptance. The Director provided on the scene supervision of the program each Friday and was available at anytime for consultation and advice. Fortunately, the Director allowed the Coordinator to act freely and at his own discretion, operating under the premise that the person on-the-scene should be more capable of making the necessary decisions and adaptations in the imple-

mentation of the program, as he is in daily contact with the situation and personalities involved.

Originally, the school had intended to convert a small office (8' x 12'), formerly occupied by SAD No. 13 Superintendent, adjacent to the main office in the school, into a Coordinator's Office. A small connecting hallway room (7' x 7') was to serve as a temporary Career Library, until larger and more adequate space would be needed and/or available.

With the introduction of a full-time counselor and the resulting need for a Guidance Office, it was decided the intended Coordinator's office be given to the Guidance Counselor, the Career Library remaining as planned. The Coordinator was assigned a corner of the school clinic. This new arrangement was of some inconvenience to the Coordinator, but was adequate for the time being.

Since no established Guidance Department had previously existed at the school, facilities and materials were, for practical purposes, non-existent. Some basic equipment was relocated from other areas of the school to be used by the Guidance Counselor. A small amount of mostly outdated guidance materials such as College Catalogs, Directories, etc., were gathered from various locations in the school into the Guidance Office. The newly established Guidance Department had received no operating budget, resulting in the Counselor being greatly hampered in obtaining new and up-to-date materials. In February, 1972, the new school budget provided five-hundred dollars for Guidance. Until that time Project money was used as much as possible to assist the department.

One of the first tasks of the Coordinator was to inventory all existing career and guidance materials. These had been scattered throughout the school. Much of the materal was so outdated that it was immediately destroyed. Other material was allowed to remain until newer material could be obtained.

Sessions with the Guidance Counselor were held to map out procedures. It was decided that she would take care of all individual counseling, and the Coordinator would set up the career program. We wished to avoid duplication of efforts. Since it is difficult to split the entire guidance function without some overlapping, we attempted to keep each other well informed as to our individual activities and plans. A very fine professional relationship was established which helped build a solid program in all areas.

Meetings were held with Principal Walter Reed. His support and encouragement has been outstanding. We both felt the Project should be introduced slowly with stress on a firm foundation. We wanted the program so firmly established that we could assure its continuity after funding ceased. We were of one mind that the career information phase of the Guidance Pro-

gram should have balance, not stressing any particular professional areas or occupations, but attempt to introduce all levels and types of careers.

Since Bingham and the towns comprising SAD No. 13 are small communities, it was important to obtain community support for the Project. Time was spent delving into the background of the community and the school district, including historical development, areas of difficulties between the school and community, and particular prejudices and biases that still existed.

A Science Research Associates Career Information File had been purchased by the school some years ago, but had apparently not been used and not kept up-to-date. Using this kit as our basic tool, we developed a career information gathering and filing system, using a combination alphabetical and D.O.T. classification. This system is described in detail in another section of this report.

The first weeks were spent in establishing a simplified and easy-to-use system of compiling and classifying information, making initial resource contacts, and devising forms for data collection and reporting.

When the initial organizational work was completed and we were ready to actually launch the program, a faculty meeting was called and the Project explained in some detail. The faculty, until the meeting, had not been fully informed as to the operation of the Project and its function in their teaching roles. It was at this initial faculty meeting that the staff agreed upon the teacher-student interview program as an essential and integral part of the entire guidance function, and in particular, of the Project. This program is more fully outlined elsewhere in this report.

The next move was a meeting with the Student Council, the student governing body of the school. The Project and its objectives were explained to the student leaders, and their cooperation was sought. Although the Council unanimously agreed to assist and support the Project, and the mechanics set up for such support, nothing developed further. I would suggest an alternative method be used in the future, based on volunteers from the student body.

There was some delay in freeing the funds from our approved budget. For some reason, money was not available, and this caused some inconvenience and many problems and delays. This was finally solved, but unfortunately not until the first of November.

The Guidance Counselor and Coordinator visited all English Classes, Grades 7 through 12, to explain the Project to the entire student body, and to instruct students on the procedures and use of the facilities in the Guidance Area. We chose this method

of student contact, as it allowed us small group gatherings with time for more personal explanations and student questions.

A poll was taken to obtain some idea of the career areas of most interest to the students at the beginning of the Project. Results of these polls and their interpretation and significance is included in this report.

Early in the school year, a meeting was held with the Board of Directors. This was to have been a fifteen-minute report on the Project, but resulted in a ninety-minute period of questions and answers on the entire guidance function and on the Project in particular. In light of later developments, this was perhaps the most fruitful and valuable session held during the year. Any doubts about the Project's value seems to have been dispelled, and the way paved for approval by the Board of later requests.

The original budget, approved for the Project, was unrealistic. When it was proposed, it was taken for granted that certain basic material and facilities would already exist at the school. This, however, was not the case. In its final approval, the original proposed budget suffered some substantial cuts, leaving the Project seriously defective financially. Because of this, and the fact that unforseen items of expense had arisen, a request was made to the State Department of Vocational Education for supplemental funding. In conjunction with this request, Dr. Charles Ryan, Director of the Department's Research Coordinating Unit, visited the Project. His proposal for expansion of the Project into a regional program with more stress on research than on service, was not in our estimation, in accordance with the initial objectives of the Project. As a result, feeling it would be unjust to the school and community to change these objectives and service oriented programs at this time, we decided to do what was possible on a deficient budget.

At a later date, Mr. Elwood Padham, Commissioner of the State Department of Vocational Education, along with Mr. Frank Hagan, Coordinator of Title I, HEA (the main funding agent for the Project), Dr. Richard Rice, Vice-President of the University of Maine at Farmington, Mr. Robert Powers, Superintendent of SAD No. 13, met with the Project Director, Coordinator and School Counselor. After an all-day session, the Project was reported favorably, and an additonal four-thousand dollars was granted the Project by the State Department of Vocational Education. Such funding was granted because the evaluation indicated this Project was accomplishing actual and practical career information, in complete conformity with the objectives of the Vocational Education Department.

The alloted guidance area was proving inadequate. It had been intended only as temporary quarters, and discussions were begun in late November with the Superintendent and Principal as to possible expansion and/or relocation. A number of plans

were discussed, but the most logical and inexpensive expansion was finally agreed upon. By relocating the teacher's lounge and breaking a door through one wall, the guidance area would encompass three rooms. The small room hallway intended as a career library would become the counselor's office, the former guidance office would become the guidance library, and the new room became an 11' x 15' work/conference room. The Coordinator drew up plans and arguments for such expansion and presented them to the Board of Directors, who approved them unanimously. During the Christmas Holidays, the necessary renovations were completed and the newly expanded area was settled. The teachers were allocated another section of the building for a lounge, which was readily acceptable to them. In fact, their new lounge is more comfortable and in many ways more convenient than the previous one.

A large bulletin board in the main hallway was given to guidance and career information is posted there. Also, the new guidance area has been adequately labeled to facilitate student and adult use.

Both adult and student committees have been established and are functioning. The original committee organization has been changed somewhat, as experience has proven that a change was necessary to be more effective and to avoid dupication of efforts. Committee work has not been as important in the Project as it ordinarily would have been, since a secretary has been provided nearly full-time for the Guidance Department. She has been able to do much of the work originally intended for committees.

Many other events have occured in the Project, but these are explained more fully elsewhere, and it would be repetitious to go into them here.

Although many things were left undone, and many mistakes were made during the year, I believe the general consensus of those involved in the Project, as well as those who have visited it, has been that it is successful. Where no guidance existed, it has taken time to sell the guidance function and value to teachers, students and community. I firmly believe that as another year progresses and the Project and entire Guidance service become more deeply imbedded in the overall educational program at Valley High, the community and students will begin to reap the real rewards of this initial seeding.

COPY

Community Service and Continuing Education
under provisions of
the Higher Education Act of 1965
Title I

PROPOSAL FORM

NAME OF INSTITUTION: University of Maine at Farmington

TITLE OF PROPOSAL: Community Centered School Support Program

BUDGET REQUEST TOTAL: $19,214.00

Federal $12,000.00 Matching $7,214.00

SIGNATURE OF PROPOSAL DIRECTOR: Stanley M. Ferguson (signed)

SIGNATURE OF PRESIDENT OR AUTHORIZED REPRESENTATIVE: Thomas Thielan (signed)

DATE OF PROPOSAL SUBMITTED: February 9, 1971

COPY

Maine

Title I, Higher Education Act of 1965

Community Service and Continuing Education Programs

Project No. _____

Statement of Assurance

This is to certify that in accordance with section 173.15 of the Regulations, Title I of the High Education Act of 1965, with reference to the community service program titled

Community Centered School Support Program

to operate during the period October 1, 1971 — September 30, 1972

1. that to the best of our knowledge the above named community service program is not otherwise available;
2. that the conduct of the program or performance of activity or service is consistent with the institution's overall educational program and is of such nature as is appropriate to the effective utilization of the institution's special resources and the competencies of its faculty; and
3. that, if courses are involved, such courses are extension or continuing education courses and (i) that they are fully acceptable toward an academic degree, or (ii) that they are of college level as determined by the institution offering the courses.

Name of Applying Institution University of Maine at Farmington

Address Farmington, Maine 04938

The Assurance of Compliance with Title VI of the Civil Rights Act of 1964 dated June 26, 1966 applies to this application.

Elmar A. Olsen (signed) February 9, 1971

(Signature of Authorized Officer) Date

I. Identification of Problem:

In the rural schools where there is seldom any professional guidance personnel to assist students with their in-school and post-school planning, there is a great need to coordinate the human resources of the school with that of the community or region, to bring career information to students. The teaching work load is heavy and discourages teachers (and administrators) from making the initial steps to utiline community or regional resources on a regular and systematic basis.

Students with high achievement levels, and who are of obvious college potential, fare quite well as the faculty members are of college orientation themselves and can assist these bright students toward college. The bulk of the students in the rural areas are not college material and will be seeking other alternatives for their post-school lives. Without a knowledge of what opportunities exist for the non-college student, the faculty has great difficulty in motivating these students to achieve in school. Consequently, these young non-college people leave their schools and join a floating population that is characterized by intermittent jobs, low pay, and low career aspirations.

Professional guidance services do not exist at those schools and the absence of guidance services leaves students with no established person or program from which to receive career information.

School administrators and teachers should have a guidance orientation, at least to the careers represented by the people in their community or region. This great human resource, at this time not utilized, could bring an almost unlimited supply of career information to school children of all ages and grades and providing:

1. a strong motivational force within the classroom,
2. better community-school relationships,
3. an important guidance function where guidance does not exist,
4. involvement in meaningful career-planning activities by a segment of the school population now often overlooked,
5. an indicator for the need of guidance personnel to serve that community's school-age children.

II. Description of Program Proposal: — The Bingham Study

An office based at UMF, Farmington, Maine would serve the project and coordinate field activities. The School Administrative District No. 13, of Bingham, Maine

will serve as the pilot school for the program. (Mr. Valere Plourde, Supt.) A working facility will be requested of S.A.D. No. 13 at its central location and would serve as an office for the project counselor-director while in the field. This field office would be the center for such services as:

1. supplying resource materials for careers, counseling for post-secondary careers and placement, and placement, and financial aid information;
2. a meeting place for teachers and teacher-citizen committees;
3. a meeting place for briefing sessions for community or region representatives of jobs, professions and post-secondary institutions;
4. a planning room for student-citizen-teacher joint committees programming for career days, classroom visits by job or career representatives;
5. any other activities involving a community-centered school support program.

The objectives of the program will be six-fold:

1. convincing the school and community that they should make provision in their planning and budget to retain guidance services,
2. to foster better school-community relationships,
3. emphasizing the importance of career information for educational and life planning,
4. providing significant guidance services to the non-college student,
5. to train teacher-counselors for the guidance role,
6. to train the school's personnel toward independent operation of this community-school support program after funding is terminated.

The Project Director:

This person will direct and coordinate all aspects of the program. Chief among his responsibilities will be to train school personnel in knowledge and utilization of community resources in order that a permanent cadre be formed to carry on the program after funding is withdrawn.

Other pertinent and specific functions of the director will be:

1. to create and instruct the school's personnel in the maintenance of a contact file of community and regional career representatives,
2. to create and coordinate those action committees necessary to the operation of the program and to instruct them in their various functions,

3. to create a permanent committee structure adapted to the needs of the school, and adaptable to the resources of the region, flexible enough to adjust to changes in school personnel and to the annual changing of student clientele.
4. to bring to the school, in a systematic and regular manner, career information from all possible regional resources.
5. to educate and train teachers and administrators in the ways and means that career information can be used as a device to motivate students to greater in-school achievement.
6. to emphasize and implement post-secondary placement into job-and vocational-technical training for the non-college student.
7. to make a strong attempt to see that committees are heterogenous in nature, and that committee membership represents all possible socio-economic strata; parents, students, teachers, community members and regional representatives, as well as consultant specialists where indicated.
8. to involve the teacher-counselor in group activity in the research and examination of career information.
9. to involve our college, its students, faculty, and administration, in a continued commitment to the development and implementation of social programs. (see enclosed statement of 1/22/71 by the UMF faculty Senate).
10. to train his student assistants from the college in the organization and administration of this support program and to encourage them to establish similar programs in their communities once they become teachers.

The Bingham Study will have one project director, aided by two paid college student assistants. The two assistants will be selected on the basis of their desire to work in the area of school and community relations and their demonstrated aptitude for social leadership. The salaries of the assistants will be nominal as they will be working for college credits, and they will be in the field full-time. (The college now offers students a semester of off-campus study for credit in community service projects such as this one.) Two student assistants will be retained for each semester, four for the school year. Thus, four students who are to become teachers, will be indoctrinated in the philosophy and procedures of the project and will carry this experience with them to their respective schools when they go under contract.

The emphasis for the program would bear upon five (5) major areas:

1. using community human resources to supplement the work of the teacher in the educational sense;
2. using community human resources to provide non-academic information from the world of work to supplement and enhance the teacher's efforts to motivate the child to perform at his best level;
3. to implement the forces implicit in 1 and 2 above to achieve better post-secondary placement for graduating classes;
4. to implement the forces implicit in 1, 2, and 3 above in increasing the holding power of the school children and for the betterment of the community.
5. To bring the school and the community citizenry into a more closely cooperative working program for the benefit of the school children and for the betterment of the community.

The project would also draw together all the child helping agencies and make their services better known and more readily accessible to area students and their families.

The project will receive assistance from the Maine State Chamber of Commerce, and from the Maine Native Sons and Daughters, two organizations that reach into nearly every town and city in the state. These business and professional groups will help in publicizing the Bingham Study, and also assist in retaining speakers for the planned programs. Mr. Paul Emerson is President of the Maine State Chamber of Commerce; Mr. Kenneth H. Clark is Chairman of the Maine Native Sons and Daughters. Both have offices in Portland, Maine. Both have given hearty endorsement to the project.

The director and assistants will work directly with the school administration and teachers in determining the needs of the students and in researching the resources of the community. Committees will be drawn from representatives of students, administration, teachers and citizenry. The director and assistants, with the committees, will create avenues of communication with community and regional human resources and develop a procedural format enabling the school's personnel to continue the program after the project closes.

It will be the on-going objective of the project to achieve total involvement by all the school's personnel in establishing a better working relationship between school and community and to provide in-school group counseling where guidance services do not exist.

Addendum:

This college has a commitment to community service as is attested to by the programs now in the planning stages or in active operation. Our affirmation of this college's social awareness is pointed up in the U.M.F. Faculty Senate statement of January 22, 1971. (see enclosure) All departments of the college are involved with educating their future teachers to community awareness and to the development of community-service projects and programs. Therefore, the attitude of the college effects our curriculum offerings and further indicates our commitment to the service of our communities.

III. Staff Qualifications:

One Director — has teaching and guidance background with eighteen years of experience — thirteen of these years in counseling. A Master's degree and advanced studies beyond the master's degree. A person with a fine record of success in school counseling and community services.

Two college student assistants — selected on the basis of their desire to work with people, and a demonstrated aptitude for social leadership. They are undergraduate college juniors or seniors and will aid in record maintenance, field contacts and communications, and scheduling speakers and events.

No secretarial assistance needed — students and director will handle clerical responsibilities.

IV. Evaluation Plans and Schedule of Progress Reports:

A midyear progress report will be submitted, and a final report at the end of the project. Input for this report will be provided by teachers, administrators, students, and citizenry involved in the project. Data gathering instruments for the evaluation will be prepared by the research and records committee under the supervision of the program director. Compilation, manipulation, recording, and reporting of data will also be a function of the research and records committee.

The committee procedures and responsibilities will be initiated as outlined. All activities of each committee will be regularly recorded for reporting purposes at the midpoint and the end of the project. Should a committee function and/or operation take different directions than it did initially, this too, will be duly recorded, with the reasons for the shift, and the outcome fully stated.

Each committee will be instructed to appoint a recorder, and the recorder's reports of meetings will become part of the director's records.

V. Cooperating Agencies: (see enclosed letters)

Maine Native Sons and Daughters
Maine State Chamber of Commerce (and local chambers)
Vocational Rehabilitation
Veterans Administration (Junior G.I. Bill, etc.)
State Department Health, Education and Welfare
Maine Employment Security Commission
University of Maine System (all branches)
Vocational-Technical Institutions of Maine

VI. Administrative and Fiscal Controls:

All monies will be controlled through the UMF Business Office, which is a branch of the University central office located at Orono, Maine, Mr. Harry Gordon, Treasurer.

The director will be responsible for all phases of the project's administration.

The director will review and authorize payment of all bills. Records will be maintained suitable for an expeditions audit.

VII. Estimated number of Participants 215

Cost per Participant _____ _____

30 teachers and administrators
1 Project Director
4 U.M.F. students
30 committee members (see VIII comments re. committee membership)
150 career (s) area representatives

VIII. Comments:

It will be an obligation assumed by this college to continue to act as consultant to S.A.D. No. 13 in Bingham, Maine after the completion of the funded aspect of the program.

Committees:

Each committee, whenever possible, will retain representation from

1. the student body
2. the teaching faculty
3. the administration
4. the community
5. the career(s) areas

The project director will be an ex-officio member of each committee. The UMF student assistants will not sit on committees, but will act as over-viewers of the entire structure and will offer recommendations to the director

for changes in personnel or procedures where indicated. One of the duties of the student assistants will be to maintain a journal or log book of events in order that they may report their experiences to the college.

One of the objectives that the college has set for itself in this project is the publication of a pamphlet which is tentatively entitled "Rural Community Resources as a Guidance Tool: An Action Plan". It will be assembled and published at the end of the project and shared with any institution or individual wishing to use it.

It has been established that each teacher in the system will have a minimum of five (5) career representatives in his classroom for the school year. These visitors will be oriented to the teacher's and students' needs and project the career information on a motivational theme.

Necessity for a full-time director:

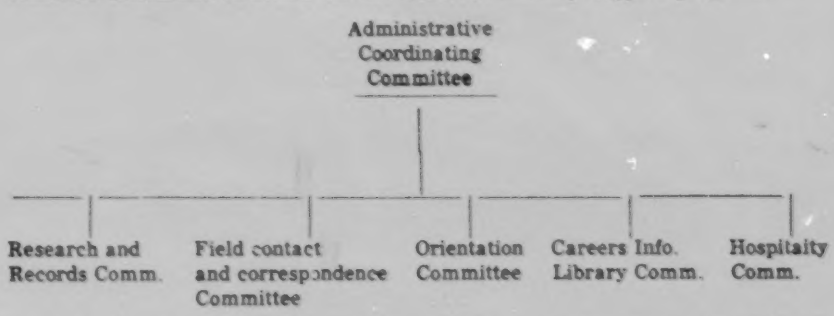
The entire format for this project calls for the school system to operate independently as soon as possible. The project is, in actuality, a training program for the organization and operation of the program. There is a high degree of public relations training work involved and an absentee director cannot accomplish this. Training sessions for teachers and administrators must be fitted around their regular responsibilities, and poses a scheduling problem that can only be settled on site. There will be extensive training sessions for committees and some individualized follow-up on the part of the director for the teachers. Organizing and arranging a control office for the program will require close attention and cannot be accomplished in absentia. Personnel to manage the control center also must be trained. Contact work such as telephone, written correspondence and field work, cannot be effectively handled unless personnel responsible for it receive the training. The one year experience for the people involved in the Bingham Study should provide a cadre for continuing the program, but their effectiveness will be greatly curtailed if they are not provided with good direction in establishing a working structure for the execution of the program. Therefore, the Bingham Study should retain a full-time director.

S. A. D. NO. 13

Mr. Valere Plourde, Superintendent
Bingham, Maine

THE BINGHAM STUDY

Tentative committee structure for the school-community support program.



With sub-committees and ad hoc committees as needed, to be organized by administrative coordinating committee chairman, or delegated to the chair(s) of one of the standing committee.

The primary duties of each committee:

The Administrative Coordinating Committee — will be the authority that triggers all other activities and committees. They will brief the faculty on the goals of the program and provide the general framework within which the program director will work.

The Field Contact and Correspondence Committee — will work very closely with the program director. It will be the job of this group to make contact with the human resources of the area and retain career representatives to visit the school and work with students and teachers.

The Orientation Committee — will have the duty of briefing visiting career representatives and the students themselves for those days when visitations will occur. This will involve class or group meetings for orientation purposes prior to the arrival of the visitor(s). It will also involve (with the Field Contact Committee) working up biographical information on the visitors and synopses of their career areas for orientation purposes.

Career Information Library Committee — This committee will concern itself with acquiring written careers information, organizing it and displaying it for general student reference. Space permitting, the committee may retain a room for this purpose. It will also see to the continued management and operation of this Careers Information Center.

Hospitality Committee — This group will be made up of students and parents, with a faculty and/or parent advisor. Chief duties will be to welcome their guests and make them comfortable. In the event of a distant visitor they can also arrange housing for them. This committee will also concern themselves with teach-

ing students some of the necessary social amenities in dealing with their guests. Food, refreshments and entertainment will also be the responsibility of this committee.

Statement of UMF Faculty Senate January 22, 1971

A Re-affirmation:

The Faculty Senate of the University of Maine at Farmington has taken the position that:

> The college should continue to strengthen its ties with the communities in the Central-Western Maine region, and especially should continue to expand its public service role. Both students and faculty should be encouraged to participate in those programs, and with those agencies concerned with solving community—school problems. All resources of the college should be utilized in increasing the educational opportunities for the citizens of Maine.

The University of Maine at Farmington is at present actively involved in the planning for, or the operation of, the following community or school problem areas:

1. Liberal Arts program - whereby a student may have a semester in field service and/or a semester of field research
2. Franklin County Mental Health Clinic - active student and faculty involvement
3. Franklin County Area Family Counseling Service, Inc.
4. Franklin County Community Action Program
5. Franklin County Medical Delivery System
6. Field Experience Center
   Student teaching
   Continuing Education Division
   Consultant Services
   Talent Search
7. Regonal Planning Programs
   Location(s) of Medical facilities
8. Speech and Hearing Clinic
   Emotionally Disturbed Children's Clinic
9. Cooperative Educational Program with public schools
   Pre-college experience for high school students

IX. BUDGET SUMMARY

EXPENSE ITEMS	FEDERAL	MATCHING	TOTAL
A. Salaries			
1. Administrative	$ 1,250.00	$1,750.00	$ 3,000.00
2. Instructional			
3. Other (Coordinator)	9,500.00		9,500.00
B. Employee Benefits			
C. Supplies and Printing	400.00		400.00
D. Communications	200.00		200.00
E. Travel	500.00		500.00
F. Equipment Expenses	150.00		150.00
SUB TOTAL	$12,000.00	$1,750.00	$13,750.00
H. Audited Overhead 39.17% of Item A		5,464.00	5,464.00
TOTAL EXPENSES	$12,000.00	$7,214.00	$19,214.00
INCOME ITEMS			
Estimate Income from Fees			
Other Income Estimates			
TOTAL ESTIMATED INCOME			

REPORT — PROJECT OBJECTIVES FULFILLED AS PER PROPOSAL

The "Community Centered School Support Program", commonly refered to as the "Bingham Project", and so designated in this report, began to function on September 1, 1971, at Upper Kennebec Valley Memorial High School, in Bingham, Maine, and said project officially ends as a funded project on September 30, 1972. This report covers the life of the project only until June 1, 1972, for the summer months will be spent in the required reports and guideline preparation and publication. The actual functioning of the project must be suspended while school is not in session, since it is a student oriented program.

The proposal was submitted to Community Service and Continuing Education under provisions of the Higher Education Act of 1965, Title I, on February 9, 1971, by Stanley Ferguson, a Counselor at the University of Maine in Farmington.

The budget request total was for $19,214.00; Title I, HEA, providing $12,000.00 and the University of Maine at Farmington contributing matching funds to the amount of $7,214.00. A later request for additional funding resulted in a grant of $4,000.00 from the State Department of Vocational Education. This brought the total funding of the project from three sources to $23,214.00.

I. Identification of the Problem:

The basic concept of the program, as described in the project proposal is as follows:

> "In rural schools .. . . there is a great need to coordinate the human resources of the school with that of the community or region, to bring career information to students".
>
> "The bulk of students in rural areas are not college material and will be seeking other alternatives for their post-school lives. Without a knowledge of what opportunities exist for the non-college student, the faculty has great difficulty in motivating these students to achieve in school. Consequently, these young non-college people leave their schools and join a floating population that is characterized by intermittent jobs, low pay, and low career aspirations."
>
> "Professional guidance services do not exist at these schools, and the absence of guidance services or program from which to receive career information."

Invitations were sent to a number of school districts fitting the above description. The pilot school for this project should be rural, away from the cultural and career advantages of a metropolitan area, with no established guidance department or pro-

fessional guidance personnel, and not too distant from the supervising institution.

Upper Kennebec Valley Memorial High School, in Bingham, Maine, was among those schools meeting these conditions, and was the first to accept the invitation. The School Board of Directors of Adminstration District No. 13 agreed to the introduction of the program at the High School, on condition that it be funded as per proposal.

After acceptance of the project by the district, and during discussions between the University and the District as to the method and details of implementation of the Project, SAD No. 13 Board of Directors contracted for the position of full-time Guidance Counselor for the school in the person of Mrs. Ann Corson, and independently of the program proposal. Since funding had not as yet been granted by Title I, HEA, and since this new situation was not in conformity with the original conditions of the proposal, further discussions were held with Title I Representatives. After some delay, approval was given for funding by Title I, as requested, despite the presence of a full-time guidance person. The Project has attempted, though not required to do so, to duplicate a typical no-guidance situation, in hopes of validating to some extent the original experiment.

The Bingham School has a student population of 260 students in grades 7 through 12. Individual class enrollments are as follows:

Grade 12	-	34	students
11	-	47	"
11	-	47	"
10	-	49	"
9	-	33	"
8	-	44	"
7	-	53	"

These students represent the communities of Bingham, Moscow, Caratunk, The Forks, West Forks, all members of SAD No. 13, as well as the community of Pleasant Ridge.

This is the first year that an established Guidance Department existed at the school, and students have had little if any contact with guidance services, and no type of organized career information and/or education. Its geographical location places it some distance from heavily populated areas. The student population might be generally characterized, for lack of a better description, as living and growing in a career and occupational vacuum. Most had no idea of the many career possibilities available outside the immediate community and/or region. Not only is this career vacuum noticeable among the young people, but it is also evident in many of the adults who have lived and worked all their lives within the confines of the area with its resulting pro-

vincial attitudes and ideas being predominant factors in the education of children. A majority of the adult members of the community have had little real contact with alternative career opportunities outside the area, and could see no great advantage in broadening the career scope of their children.

As a result of the Project, I believe many students have become aware of a vast world outside, which allows them hitherto untold and unheard of opportunities in career choices and occupations, limited only by their own aptitudes, interests and basic abilities. Many parents have come to realize that they must also become aware of occupational and career opportunities outside the area if they are to break through the iron-clad rut to which they have been perhaps unhappily and unwillingly shackled.

II. Description of Program Proposal:

A field office for the Project Coordinator has been provided by SAD No. 13. This office is a section of the expanded Guidance Area, and will become part of the work/conference room, adjacent to the Career and Guidance Library, once the Project ends and the Coordinator leaves.

The proposal indicates five services to be provided by this field office:

1. "Supply resource materials for careers, counseling for post-secondary careers and placement, and financial-aid information."

— This office has been the resource center and the instrument for building a complete career library, and of establishing a system whereby this information and material can be easily and economically up-dated.

— It has been an indirect source of post-secondary Career counseling, as it has assisted the school counselor with career materials and human contacts. To avoid confusion and provide guidance continuity, the Coordinator has purposely refrained from direct counseling to any extent, since his stay in the school was to be of relatively short duration. If a full-time counselor had not been present, more of this type of counseling would have fallen to the Coordinator and his office.

— The beginnings of a placement service has been inaugurated by the mutual action of the Counselor and Coordinator.

— The Project Office has not involved itself in financial-aid information or college applications, etc., as the Guidance Counselor has rightfully assumed this role.

2. "A meeting place for teachers and teacher-citizen committees."

— The expanded section of the guidance area, designated as the work/conference room, is intended for such use. It has not been used to any extent for this purpose, mainly because a section of the room serves as the Project's Field Office, and is filled with files and equipment. However, the room is adequate for meeting purposes, and plans to use it as such will be implemented next year when the Coordinator is no longer present.

3. "A meeting place for briefing sessions for community or region representatives of jobs, professions and post-secondary institutions."

— The work/conference room of the expanded guidance area has met this provision, as it is actually the only small conference room in the entire building, non-existent until the Project initiated the expansion of the guidance area.

4. "A planning room for student-citizen-teacher joint committee programing for career days, classroom visits by job or career representatives."

— Individual project committees have held meetings in the work/conference room, but there have been no joint meetings of these groups, as such were unnecessary.

— We have not used the usual type of career day activity, for each day is a career day with individual career representatives.

— The Project Office has served as an orientation room and base of operations for jobs and career representatives.

5. "Any other activities involving a community-centered school support program."

— This office has been used extensively for small-group viewing of career films. For this purpose, the Project purchased and installed a permanent movie screen, and also obtained a special lens for the movie projector which allows a full image on the screen in the distance allowed by the room dimensions.

— It is the only room available for tape interview sessions with career and job representatives, and for retaping the large number of career interviews available from professional sources.

— It has also served as a meeting room for guests

and evaluators from the funding agencies, and other interested groups and individuals.

Objectives of the Program:

1. "Convincing the school and community that they should make provision in their planning and budget to retain guidance services."

— Because of a new interest and better understanding of guidance services, caused at least in part if not entirely by the introduction of the Bingham Project into the school, a full-time Guidance person has been retained by the School Board of Directors for the year 1971-72. This position was re-contracted for school year 1972-73, and an adequate budget alloted the Guidance Department. There seems no doubt that this department has now become a firm and permanent part of the school. Adding to its permanency is the fact that the Guidance Area was enlarged from two to three rooms and the Teacher's Lounge relocated, at the request of the Project.

2. "To foster better school-community relationships."

— It is difficult to measure an intangible relationship such as this, except by apparent results. However, due to various circumstances, the apparent relationship between the school and community in Bingham over the years, has been that of cold-war co-existence. The Project, at least to some extent, has involved the community in the school, and forced the school to deepen its acknowledged reliability on the community. Measurable community response to the Project has been extremely good. In fact, the services of the Project in career information and career contacts have been used by several adults of the area, enabling them to enter training for more enjoyable and rewarding occupational endeavors. Although not identifiable or related to the Project, it should be remembered that SAD No. 13 was one of the few school districts approving the school budget as presented by the Board of Directors, and in fact, increased the requested budget by $10,000.00. In light of previous feeling, it is possible that the Project was at least one factor in the new state of affairs.

3. "Emphasize the importance of career information for educational and life-planning."

— All students have been contacted in classroom situations, and entire class periods have been

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3. "Emphasize the importance of career information for educational and life-planning."

— All students have been contacted in classroom situations, and entire class periods have been

spent emphasizing the importance of intelligent and early career exploration, using the available career information in planning one's life-work, as well as High School course selection.

— The Guidance Counselor, using films and equipment provided by the Project, has introduced the students in grades 7 and 8 to career possibilities and planning in view of developing interest areas, enabling them to design their High School curriculum in conformity with these interests.

4. "Providing significant guidance services to the non-college student."

— The Kuder Interest Inventory has been administered to any student desiring it, as well as to designated class groups. Concentration has been focused on those students having no plans for post-high school education.

— Not only are careers represented in the career library and on the guidance bulletin board that demand no post-secondary education, but also among the career representatives.

— The situation has been set up to assist students find employment immediately after graduation, if such is desired.

— Without discouraging post-secondary education, the Project has attempted to emphasize to students and parents, the possibility of satisfying and rewarding career opportunities without further education, hoping to destroy the myth that all good jobs require college education.

5. "To obtain teacher-counselors for the guidance role."

— At the very beginning of the school year, meeting/workshops were held with teachers to emphasize the importance of guidance in the school, and their role in guidance.

— A teacher-student interview program has existed all year. Each teacher was assigned fourteen students from various grade levels. Monday and Friday afternoons were so arranged that every teacher could spend thirty minutes with their counselees individually. A suggested interview format was given as a guideline. At the end of each interview period, the teacher presents a brief resume of the interview to the Guidance Counselor, who then can identify quickly any difficulties, and solve them if possible, before they become too

great. As a result of this interview program, teachers and students are seen for counseling more often, and teachers have come to better understand their role as counselors.

— Teachers have been instructed as to the use of the guidance library and facilities, and have in turn relayed this information to their students, as well as assisting students in obtaining career information.

— Classroom teachers have requested and shown career films in their unit presentations, to demonstrate the practical use of course material in life-situations.

6. "To train the school's personnel toward independent operation of this community-school support program after funding is terminated."

— In the original situation, teachers, students and community committees would have been trained for this function. However, with the presence of a full-time counselor, the committee operation has been less important.

— The Guidance Counselor has been fully instructed and provided with all the material necessary to insure the program's continuity.

— Committees have been established, as described elsewhere, to assist the Counselor, who will coordinate and supervise the program. Also, the presence of a secretary in the Guidance Department, has provided convenient, on-the-scene assistance in matters that otherwise would be left to committees.

— After outside funding terminates, the program is so established, that the guidance budget can easily provide the little expense involved in its continuation.

— The faculty's function in this introductory year of the program has been such, it can be foreseen that they will continue to seek more and more assistance from the guidance area, and in turn will be willing and eager to contribute more to it.

Project Director:

Because of circumstances which would not allow Mr. Stanley Ferguson, the Project Director, to spend the required time at Bingham during the Project Year, a Coordinator was employed in the person of Graydon Robinson. The Director has retained direct supervision of the entire project, but the Coordinator, who

lives in Bingham and is continually on-the-scene at the school, has assumed most of the duties originally outlined for the Director.

Among the specific functions assigned to the Director, and in practice now performed by the Project Coordinator, are the following:

1. "To create and instruct the school's personnel in the maintenance of a contact file of community and regional career representatives."

— A contact file of community, regional, and State career and occupational representatives has been formed, and the Guidance Counselor has been instructed as to its use and maintenance. The people represented in these files are available to visit the school and to counsel individual students at the school and/or place of work.

2. "To create and coordinate those action committees necessary to operation of the program and to instruct them in their functions."

— Because of the presence of a full-time counselor and secretary, ad hoc committees have been unnecessary.

3. "To create a permanent committee structure adapted to the needs of the school, and adaptable to the resources of the region, flexible enough to adjust to changes in school personnel and to the annual changing of student clientele."

— The original committee structure as outlined in the proposal, has been modified somewhat to fit the project as it exists in Bingham. This change is described more fully elsewhere.

— In the Bingham situation, with the presence of a Counselor and Secretary, committee functions are not as complete or essential as they would otherwise have been, the Counselor and Secretary absorbing some committee functions.

— Two student committees have been formed, and these committees wil be retained and their membership increased using volunteers from the student body.

4. "To bring to the school, in a systematic and regular manner, career information from all possible regional resources."

— A complete file card system, listing all sources of career information from region, State and National resources, as well as the titles of pamphlets, etc.

available, has been compiled and can be used each year to up-date the career files in the career library.

5. "To educate and train teachers and administrators in the ways and means that career information can be used as a device to motivate students to greater in-school achievement."

— Individual and group sessions with teachers have been held to explain the ways and means they might use career information to motivate students in the classroom.

— Teachers have requested career films and representatives as part of their unit matter, to stress the practical application of course content to life-work. Such application hopefully will motivate students in the study of material that might normally not be related to any practical use.

6. "To emphasize and implement post-secondary placement into job and vocational-technical training for the non-college student."

— The Guidance Department in cooperation with the Project has established a job placement service at the school. Although all students will be accommodated, stress will be placed on those graduating seniors who are not college-bound and thus seeking permanent employment.

— Kuder Interest Inventories have been administered to assist students in general career planning, and an attempt has been made, and hopefully will be implemented, to instruct students in job interviews and applications.

— Some adults have used the facilities and assistance of the Project to obtain admittance to vocational-technical institutions, and job placement.

— Drop-outs have been assisted in obtaining permanent employment.

7. "To make a strong attempt to see that committees are heterogenous in nature, and that committee membership represents all possible socio-economic strata; parents, students, teachers, community members and regional representatives, as well as consultant specalists where indicated."

— No attempt was made to organize committees in the manner described above. There are two adult and two student committees, all of which were formed on a voluntary basis.

8. "To involve the teacher-counselor in group activity

in the research and examination of career information."

— Meeting workshops were held with the faculty early in the school year to acquaint them with the project and the facilities of the career library.

— Although plans for a special workshop for the faculty on the use of career materials had been contemplated, for one reason or another, it never materialized. The faculty group was small enough to enable us to instruct individual staff members as circumstances and need arose.

9. "To involve our college, its students, faculty and administration, in a continued commitment to the development and implementation of social programs."

— U.M.O. and U.M.F. have been tapped for speakers and other available career information, whenever applicable.

10. "To train his student assistants from the college in the administration and organization of this support program and to encourage them to establish similar programs in their communities once they become teachers."

— Although it was originally planned to have two student assistants from the U.M.F. each semester, paid by the college, it was decided not to do so. Several circumstances dictated this change in thinking.

a) — The presence of a full-time Counselor and later, a secretary, decreased or negated entirely the estimated need for assistants.

c) — At the outset of the Project, it was uncertain, except in theoretical terms, as to exactly how these students assistants could be used. To use them effectively, a very set program of work would have have to be outlined for them, and this did not seem plausible while facing so many unknown factors.

Because of these, and other circumstances, it was decided by mutual agreement of the Director and Coordinator, to eliminate this part of the original proposal. In retrospection, it seems this was a valid and proper decision.

The original Project proposal indicates five major areas of emphasis, as follows:

1. "Using community human resources to supplement the work of the teacher in the educational sense."

— On particular occasions, career representatives have been used to assist teachers in the actual teaching of particular parts of their courses, where and when such career people were deemed qualified and experts in the subject area.

2. "Using community human resources to provide non-academic information from the world of work to supplement and enhance the teachers' efforts to motivate the child to perform at his best level."

— One of the tasks assigned visiting career representatives has been not only to expose their career fields, but, whenever possible and applicable, how the subject matter being taught in the classrooms visited is applied and used by members of the career field in daily life-work. In taking course content out of the realm of pure theory and placing it in its proper context of purposeful and practical knowledge, students have been supplied with added reason for study of said material.

3. "To implement the forces implicit in 1 and 2 above to achieve better post-secondary placement for the graduating classes."

— The presence of career people in the school, representing a variety of occupational areas, hopefully will create a favorable relationship between these people and the school. These contacts are and will continue to be tapped for all possible assistance in obtaining employment for students.

4. "To implement the forces implicit in 1, 2 and 3 above in increasing the holding-power of the school for the potential drop-out."

— Encouragement has been provided, using films, career representatives, and any other available source, to help students realize the great advantage of a complete high school education before entering any field of work.

— The few who have found it necessary to leave school before graduation have been assisted in finding employment before actually leaving the school, to enable them make a better adjustment to the non-school world of work.

5. "To bring the school and the community citizenry into a more closely cooperative working program for the benefit of the school children and for the betterment of the community."
   — As indicated earlier, the community has become interested in at least this program at the school. Community adults have volunteered for committee work in the Project.

The Project, in cooperation with the Guidance Department, has attempted to draw together all the child-helping agencies and to make these agencies accessible to the students and their families.

III. Staff Qualifications:

— Director: has teaching-guidance background with fifteen years of experience in counseling. A Master's Degree and advanced studies beyond the Master's Degree. A Person with fine record of success in school counseling and community resources.

Coordinator: guidance background with fifteen years of experience in counseling. Two Masters' Degrees, one in Theology-Philosophy and one in Education-Guidance. Experience in all types of counseling. One and a half years as Counselor at a State Youth Detention Center. Four years as Guidance Director and Assistant Principal of a large private school (1000 students). Experience in a number of occupational areas including: camp counseling, furniture manufacture, retail store work, mechanical construction, etc.

IV. Evaluation Plans and Schedule of Program Reports.

— A simple student career poll was administered at the beginning of the year, and a brief instrument for project evaluation was administered at the close of the project year.
— Evaluation has been solicited from members of the School Board, the community, career representatives, administration, faculty and student body.
— A complete daily log has been kept by the Coordinator, and bi-monthly reports have been sent to people concerned.

— A mid-year program report was submitted with details of the Project's organization and progress to that point, including sample of data gathering and recording instruments.

Guidelines Publication:

In Title VIII of the Project Proposal, one of the stated objectives is the publication of a pamphlet entitled: "Rural Community Resources as a Guidance Tool: An Action Plan", to be shared with any institution or individual wishing to use it. The basic material and groundwork for such a guideline has been completed, and with this publication it becomes a reality.

Other titles under the Project proposal require no comment or reporting.

SOME OF THE UNFORSEEN DEVELOPMENTS IN THE PROJECT

1. A full-time Guidance Counselor was employed by SAD No. 13 as a result of the Project, and a Guidance Department was permanently established.
2. The teacher-interview program was introduced to involve teachers in personal guidance relationships with their students.
3. The Guidance Area, at the request of the Project, was expanded from two to three rooms. The expenses for the expansion were carried by SAD No. 13.
4. Additional funding was granted by the State Department of Vocational Education.
5. A full-time Secretary for the Guidance Department and the Project was hired by SAD No. 13, under a governmental employment program.
6. Several community adults have sought the services of the project to obtain assistance in finding more rewarding career training and opportunities. Success in placing these adults opens the avenue for much greater use by the community in the future.
7. A citation has been struck and was presented to the community by Title I, HEA, and the University of Maine at Farmington, commending the people of SAD No. 13 for the success of the project and the community's participation and cooperation in it.
8. Introduction of a structured course in Career Information and Education, to be chosen for an elective, and offered for credit toward High School graduation.
9. Interest in Career Education has been fostered to the point that some attempt will be made in the coming school year to introduce such education in the grade school at Bingham, using the materials and facilities available from the project at the High School.

COORDINATOR'S PERSONAL EVALUATION OF THE BINGHAM PROJECT

A personal evaluation by the Project Coordinator is probably of little objective value. However, being fully aware of each phase of the program, and alone knowing the goals I had set, I can perhaps alone really judge as to its success or failure. Because of the many intangibles and unmeasurables in a program such as this, no outside evaluator can fully know or indicate what has happened. Following are some of the observations that I would like to make about its weaknesses:

1. The project budget, as originally submitted, was in my estimation very unrealistic, not for the program as such, but for the particular situation as it existed in Bingham.
2. Difficulty in getting the funds released at the beginning of the year resulted in the Project moving much too slowly, hampered by the lack of money. The funds were actually not available until November.
3. More detailed briefing sessions should have been held with all persons involved, before the Project even started.
4. Due to circumstances, the Project began too late. Much of the basic organizational work, which covered a number of weeks, should have been completed before school opened. As it was, nearly two months of the actual school year was absorbed in such organization.
5. Community organizations should have been approached at the very outset, and their cooperation and support sought.
6. Lack of early publicity caused ignorance among community adults as to the Project and its objectives.
7. There has not been until recently enough teacher involvement in the Project.
8. Reluctance on the part of the Coordinator to force visitors on the teachers, resulting in more career representatives available than were actually used.
9. More contacts by personal visit and by phone should have been made, rather than relying on correspondence.
10. The Coordinator's hesitancy at the outset to spend funds available for equipment and materials, resulted in delays in completing the career library up-dating, etc.

There are many evidences of the Project's successes, despite the above and other weaknesses and failures. Some of these successes cannot be measured, while the more tangible ones are listed in the other pages of this report.

TEACHER EVALUATION

I feel that the Bingham Project was of benefit to the school. Being a new teacher and new in the community, I did not know many people. In this sense, the Bingham Project has brought me in contact with people who can be helpful to my courses. Also the bringing in of films has been helpful in some cases.

Any person coming in to speak should come in advance so that the teacher may confer with him. This way the teacher can tell just how beneficial the speaker will be. This may eliminate confusing students or wasting class periods.

Of course, I was not at Valley High last year; so I do not know what an improvement the Bingham Project was to the school and students, but it seems to have helped them. At least it has made them aware of the opportunities that are available to them now and in the future.

Miss Judy Gagnon

Business Department

I feel that the Bingham Project has been of value to the school, and certainly the students have benefited from it. It has been a great help to me as a teacher.

I believe the program has been very beneficial because students' minds have been opened somewhat to future working possibilities. I have been trying to put the concept across myself in the shop program prior to your position. Guest speakers are the most helpful in my class.

Charles Paddock

Shop Teacher

STUDENT EVALUATION

During the course of the Bingham Project, two polls were administered to the entire student body, grades 7 through 12. The first was given in October, at the very outset of the program. The primary purpose of this first poll was not an evaluation, but rather an information tool.

Two weeks after the guidance counselor and Project Coordinator had visited all of the English Classes to explain the project to the students, each pupil was asked to list some of the careers in which he/she might be interested. The result of this poll showed us a large number of careers about which the students wished more information and material. This served as a starting point in our quest for career speakers, and in obtaining information for our career library. It was meant only as an information poll. As we found later, many of the careers mentioned in this poll were but names to the students, but it was a way of introducing them to the things we were attempting to do. With the results of this poll in hand, we set out to find speakers, films and information on the careers and jobs mentioned. It was a starting point, from which we could expand to other lesser known areas.

A copy of this questionnaire and the resulting list of careers mentioned are included in the following pages. Ninety-five careers were listed. This was a voluntary poll, and about 175 students answered the questionnaire, and most students listed two or three interest areas. The sum of the requests for the mentioned career areas was 290.

BINGHAM PROJECT

AS EXPLAINED RECENTLY IN YOUR ENGLISH CLASSES, WE WOULD LIKE TO INVITE PEOPLE INTO THE SCHOOL TO SPEAK ABOUT CAREERS THAT ARE OF INTEREST TO YOU, BUT TO DO THIS WE MUST KNOW YOUR INTEREST AREAS.

PLEASE WRITE IN THE SPACE BELOW ANY CAREER OR JOB ABOUT WHICH YOU WOULD LIKE MORE INFORMATION. THIS DOES NOT MEAN THAT YOU WOULD NECESSARILY LIKE TO FOLLOW THIS CAREER AFTER HIGH SCHOOL, BUT ONLY THAT YOU WOULD LIKE TO HEAR ABOUT IT. LIST AS MANY AS YOU WOULD LIKE, AND IN ANY POSSIBLE AREA. IF YOU DO NOT KNOW THE NAME OF THE CAREER, PLEASE TRY TO DESCRIBE IT.

YOU NEED NOT SIGN YOUR NAME BELOW, BUT IF YOU DO IT WILL ENABLE US TO BE CERTAIN THAT YOU ARE INCLUDED WHEN A SPEAKER YOU WANT TO HEAR COMES TO THE SCHOOL.

NAME: (Optional)

GRADE LEVEL: 7 8 9 10 11 12 (Circle one)

STUDENT CAREER POLL TAKEN OCTOBER, 1971

Air Force, Women	1	Navy	1
Archaeology	1	Nurse	17
Architect	1	Oceanography	1
Architect, Landscape	1	Occupational Therapy	1
Artist	8	Painter	1
Athlete, Professional	7	Pathologist	1
Auto Body	1	Peace Corps	6
Aviation	7	Pharmacist	2
Barber	1	Photography	6
Biologist	1	Physical Therapy	1
Boy Scout Leader	1	Plumber	1
Bricklayer	5	Policeman	3
Broadcasting	1	Policewoman	3
Carpenter	6	Politician	2
Chemist	2	Psychologist	1
Child Welfare	1	Public Relations	2
Conservation	1	Repair, Oil Burner	1
Cook	3	Roofer	1
Construction, Building	3	Secretary	13
Construction, Steel	1	Secretary, Legal	1
Cosmetology	15	Social Work	8
Counselor, Rehabilitation	1	Speech Therapy	1
Court Reporter	1	Stewardess	13
Data Processing	3	Surveyor	1
Decorator, Interior	2	Teacher	5
Dental Hygiene	1	Teacher, Elementary	1
Dentist	2	Teacher, English	2
Dietitian	1	Teacher, Home Economics	2
Electrician	4	Teacher, Music	1
Electronics	1	Teacher, Phys. Education	4
Embalmer	1	Teacher, Industrial Arts	1
Engineer	1	Technician, Dental	1
Equestrian	1	Technician, Lab	4
FBI	1	Technician, X-Ray	6
Forester	10	Telephone Operator	2
Game Warden	11	Travel Agent	1
Geologist	1	Truck Driver	10
Hotel - Motel	1	Veterinarian	4
Lawyer	5	Waitress	1
Leathercraft	1	Writer	1
Librarian	1		
Lumberjack	3		

Machinery Operator	3
Machinist	1
Meatcutter	1
Mechanic, Auto	12
Mechanic, Diesel	3
Mentally Retarded	3
Merchant Marine	1
Model	3
Mortician	1
Music	2
CAREERS REPRESENTED	95
STUDENTS	290

At the end of May, another poll was taken from the entire student body for evaluation purposes. This poll was administered by English Teachers in their respective English Classes. 217 students responded in grades 7 through 12. The questionnaire and the tabulation of results are enclosed.

The general result of this poll is an indication that the lower the grade level of the student, the more interest he had in the facilities offered by the project, and the more use he made of the career library and its materials. I believe this is a natural phenomenon, for the older students would have to overcome certain artificial social barriers to admit they were interested. We noticed a definite breaking down of these barriers as the year progressed, and more and more upperclassmen were using the library. This hesitancy might also be due to the fact that the Career Library itself is located in the Junior High wing of the school, placing it physically more available to the lower-classmen. A very important factor was also the fact that more time was spent by the Guidance Counselor in the Junior High Level to foster interest in careers by formal instruction, several periods each week.

The overall picture would indicate that grades 10 and 11 were the least affected by the presence of the project. This problem should remedy itself, for once initial interest in career information has been fostered in the lower grade levels, it should continue as the student progresses in school. To insure this interest, and as a direct result of the project, a compulsory nine week course in Career Information will be taught to all grade 10 students by the Guidance counselor for ¼ credit toward graduation. Grade 10 was chosen, because at the end of that year students must begin to specialize in the choice of high school subjects.

BINGHAM PROJECT

STUDENT EVALUATION

CIRCLE ONE: GRADE: 12 11 10 9 8 7

A — PLEASE CHECK ALL STATEMENTS THAT APPLY TO YOU

_____ I AM AWARE OF AT LEAST SOME OF THE MATERIALS AVAILABLE IN THE CAREER LIBRARY

_____ I HAVE USED THE CAREER LIBRARY THIS YEAR

_____ I HAVE ATTENDED AT LEAST ONE FILM SHOWN ON CAREERS OR GUIDANCE

_____ I HAVE LISTENED TO ONE OF THE OVER 200 CAREER INTERVIEWS ON TAPE IN THE CAREER LIBRARY

_____ I HAVE HEARD AT LEAST ONE CAREER REPRESENTATIVE

_____ I HAVE SOUGHT CAREER INFORMATION FROM THE GUIDANCE COUNSELOR OR LIBRARY

_____ I HAVE NOT USED ANY OF THE ABOVE

B — PLEASE CIRCLE EITHER YES or NO

YES NO —I THINK THE CAREER LIBRARY IS OF VALUE TO STUDENTS AT VALLEY HIGH

YES NO —I WOULD LIKE CAREER SPEAKERS TO CONTINUE VISITING THE SCHOOL

YES NO —I HAVE VISITED THE CAREER LIBRARY

YES NO —I AM INTERESTED IN CAREER INFORMATION

YES NO —I FEEL I KNOW A LITTLE MORE ABOUT CAREER OPPORTUNITIES NOW THAN I DID BEFORE

YES NO —I WOULD LIKE TO TAKE A COURSE FOR HIGH SCHOOL CREDIT IN CAREER INFORMATION AND OPPORTUNITIES

YES NO —I WOULD LIKE THE TEACHER INTERVIEW PROGRAM TO CONTINUE NEXT YEAR

C — CHECK ALL STATEMENTS THAT APPLY

I WOULD LIKE

_____ MORE CAREER REPRESENTATIVES VISITING THE CLASSROOMS

_____ MORE FILMS ON CAREERS

_____ MORE TAPED INTERVIEWS ON CAREERS

_____ MORE INSTRUCTION AS TO THE MATERIALS IN THE CAREER LIBRARY, AND HOW TO USE THE LIBRARY

STUDENT EVALUATION

1. I am aware of at least some of the materials available in the Career Library.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
48	2	36	1	24	4	31	9	33	5	24	4	196	21

2. I have used the Career Library this year.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
45	5	28	9	24	4	27	13	22	16	14	10	160	57

3. I have attended at east one film shown on careers or guidance

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
20	30	28	9	28	0	29	11	22	16	11	13	138	79

4. I have listened to one of the over 200 Career Interviews on tape in the Career Library.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
40	10	24	13	20	8	20	20	14	24	9	15	127	90

5. I have heard at least one Career Representative.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
32	18	25	12	21	7	22	18	27	11	20	4	147	70

6. I have sought Career Information from the Guidance Counselor or Career Library.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
41	9	21	16	15	13	18	22	20	18	16	8	131	86

7. I have not used any of the above.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1	48	2	35	0	28	3	37	1	37	0	24	7	210

8. I think the Career Library is of value to the students at Valley High.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
48	2	37	0	27	1	38	2	32	6	24	0	206	11

9. I would like Career Speakers to continue visiting the school.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
49	1	33	4	28	0	33	7	32	6	22	2	197	20

10. I have visited the Career Library.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
46	4	32	5	24	4	29	11	26	12	21	3	178	39

11. I am interested in Career Information.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
47	3	33	4	26	2	30	10	31	7	19	5	185	32

12. I feel that I know a little more about Career Opportunities now than I did before.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
43	7	25	12	26	3	27	13	24	14	20	4	165	53

13. I would like to take a course for High School credit in Career Information.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
49	1	13	24	8	20	9	31	11	27	--	--	80	113

14. I would like the teacher-interview program to continue next year.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
39	11	24	13	18	10	31	9	19	19	13	11	144	73

15. I would like more Career Representatives.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
49	1	31	6	24	4	23	17	26	12	20	4	173	44

16. I would like more films on Careers.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
42	8	24	13	26	2	23	17	19	19	17	7	151	66

17. I would like more taped interviews on Careers.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
40	10	19	18	18	10	13	27	13	25	15	9	118	99

18. I would like more instruction as to the materials in the Career Library, and how to use the library.

7		8		9		10		11		12		TOTAL	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
43	7	15	22	17	11	15	25	11	27	14	10	115	102

I would like to point out some specific conclusions that can be drawn from the evaluation poll:

1. Only 21 students indicated that they were not aware of the materials available in the Career Library, and 57 said they had not used the library. Interestingly, 14 of the 27 were from grades 10 and 11; 29 of the 57 were from the same grade levels.
2. Despite the above statement, the program operated in such a way that it was not confined to a locality, and only 7 students indicated that they had not used any of the facilities of the Project.
3. Although 57 students had not used the career library, only 11 students felt that the library was of no value.
4. Since 32 students say they are not interested in Career Information, the above figures are quite understandable.
5. Most students would like the program to continue. This is more predominant than the results would seem to indicate. Many of those who said they were not interested in more representatives, did respond favorably to more films, etc. Taking questions 15, 16, and 17 in context, only about 30 students voted no to all three, the number that indicated no interest in career information.
6. Question 18 indicates a weakness which should be easily remedied this coming year. More than ½ the student body wished more instruction on the materials and use of the Career Library.

I believe the results of the poll are mostly self-explanatory.

PLACEMENT OF GRADUATES: 1972

In June, 1972, 34 students graduated from Kennebec Valley High School. This was the end of the first year of the Bingham Project at the school. The mutual efforts of the Guidance Department and the Bingham Project resulted in the following placement of these graduates:

1 Undecided
10 Began employment immediately upon graduation
9 Entered military service
2 Married shortly after graduation
6 Accepted at Vocational Technical Institutes
  2 Building and Construction
  3 Automotive
  1 Heating and Air Conditioning
6 Accepted at Colleges or further training.

TEACHER - INTERVIEW PROGRAM

Working under the premise that every teacher is basically a guidance person, a formal and structured use of this untapped source of guidance assistance was devised.

At Valley High School, one period each day was devoted to extracurricular activity, during which time no courses were taught. Students could use this time for participation in such activities or for supervised homeroom study.

A survey of this brought to light the following facts:

1. Only a small number of students were involved in activities and thus forced to use the activity periods as study periods, were really not benefiting from such study. This was especially true of Monday and Friday periods which occured the last school period of the day when students were tired.
3. Teachers were not being used effectively during these periods, as they were actually only supervising students who were not studying but merely waiting for the dismissal bell.

As a remedy to this situation, the Monday and Friday activity periods, occuring at 2:15 to 3:05 P.M. were designated as Interview Periods. The entire student population, grades 7 through 12, were divided among the teachers, resulting in each teacher being assigned about 15 advisees, 2 or 3 students from each grade level.

On Monday and Friday, the entire student body was dismissed at 2:15 P.M., except for those students scheduled for interviews. Each teacher in his/her classroom sat down with an advisee for an uninterrupted informal but structured guidance session. At the end of each interview, a report was written and submitted to the Guidance Office.

This system provided the Guidance Counselor with a large number of assistants who could establish a rapport with students and identify problems and possible problems long before the counselor operating alone could have interviewed the student. The counselor then personally saw the students who seemed to need immediate assistance. Every student was interviewed during each 8 week period, an impossible task for one counselor.

If a Guidance Person does not exist in a school, this system could be of even more value to the students who otherwise would have no source of aid in solving problems.

The following pages spell out in more detail the procedures used.

WARNING: A teacher should be adequately briefed beforehand as to what exactly their role is. The main idea is to provide the student with some person in the school who will not allow the

student to become lost in the crowd, to whom the student can relate in a personal and intimate way outside the classroom, and a source of personal, academic and social assistance. It is hoped that an advisee might remain with the same teacher throughout his school career.

GUIDANCE AND THE STUDENT ADVISOR

Each student has been assigned an advisor. This was done to insure each student well-informed counsel available throughout the year. Obviously, we cannot all be competent guidance counselors, but many of us can provide excellent service to individuals by being familiar with the school work, activities, behavior, background, etc., of your advisee. It is not practical for a single guidance counselor to know all the details concerning 280 students. With each advisor assigned 15 students or less it should be possible for them to become intimately acquainted with their advisees and to be able to assist them in making course choices, refer them to the office for help if necessary, assist them to improve their work habits, etc. Student guidance must be every teacher's role to be successful school-wide.

Students assigned to advisors are listed on the attached sheet. Specifically, I would hope each advisor would:

1. By the end of first ranking period, review the available records of all advisees.
2. Attempt to become acquainted with their background.
3. Have a fair idea of their abilities, work habits and achievement.
4. Meet with students in trouble discipline-wise and meet with parents if necessary to aid the student.
5. Meet with students in trouble scholastically and attempt to assist.
6. Meet all students if only to "chat" a few minutes and let them know you are available.
7. Make referals to Guidance Office if necessary.
8. Know the results of your advisee's latest test results.

Each teacher has few enough students to be a real advisor and a real service to each student. Please use Guidance Sheet and send to Guidance Office after each interview.

Homeroom:

Individual guidance folders on each student containing:

A. Kuder Interest profiles
B. Results of SCAT, PSAT, National Scholarship Qualifying Tests, etc., if given.
C. General information sheet - filled in by the student.
D. Results of Job or Vocational investigation.

Teachers Handbook:

A. Student lists - with parents' or guardians' name, address and telephone number, if any.

B. Test summary - to be completed about the end of first ranking period.

Become acquainted with the available information.

The office files are always open to teachers, either the principal or school secretary can help you find what you are looking for. Please return all records promptly to file and tell secretary if you are temporarily removing them from the office.

Test Interpretation:

Haphazard or too strict reliance on test results may be equally misleading or actually injurious to students' welfare. Test scores are for the assistance of the teacher, students, and parent in judging the abilities and achievements of the student. A section to assist you in interpreting the many types of test data will be added at a later date. In the meantime, the guidance office would be glad to assist you in the interpretation of test results.

As a matter of professional ethics, please remember:

1. I.Q. test scores may be given out to the student and parent with proper expanation.
2. Scholastic Aptitude Tests, yielding verbal and quantative (or numerical) scores will be discussed with students and/or parents by the guidance director.
3. Achievement scores may be discussed with the pupil or parent to point out weaknesses and strong points. (Be sure to correlate in your mind the achievement with the I.Q. score before stepping out on a "limb").
4. Interest inventories will be discussed with pupils following their administration.

For Guidance Interview purposes, we will be on the interview schedule every Monday and Friday from 2:15 - 3:05 P.M.

During that period, all teachers will schedule students and/or parents for the purpose of reviewing cumulative records, checking courses, failures, occupational objectives, personal problems, etc. Please make certain that all data called for on the cumulative permanent record is filled out correctly during your interview. During the next period, each teacher should fill out the Guidance Conference Sheet and return it to the Guidance Office or give it directly to the Counselor. The Counselor will review all sheets that evening so please do not put the sheet in the folder and file it away. All health problems will be referred to the school nurse the next day when she is here and aid in some way will be given.

Please inform all students that they are not to interrupt interviews and that they must not return until 3:05 P.M. when the interviews are completed. Students must be off the school grounds by 2:25 or in the supervised study hall and/or library

and they must stay there until 3:05 P.M. when the interviews are completed.

Please pick up the folder, permanent record and activity sheet from the office. These should be returned at 3:05 P.M. on the day of the interview to the office. Otherwise loss of records may occur and they cannot be replaced.

Each teacher will have approximately 15 students from grades 7 to 12. Once you have interviewed the student, please try to arrange a conference with the parents.

Please exchange students if you feel it is for the best interest of the student and school. Please check with Guidance Office first.

Since one of the purposes of the Teacher-Counselor interview period is to obtain information on each student, it is recommended that the following procedure be used:

A. Preparing for the Interview:

A good interview is one which has been planned; therefore, it is suggested that the Cumulative Record be obtained from the office well in advance of the interview period. Check the Cumulative Record to get an idea of your student's ability, interests and school performance. Note the information that has not been recorded. Arrange material so that test information, failure notices, plan sheets, etc., are in order. This arrangement will greatly facilitate your interview with the student.

B. During the Interview:

We would like you to go over the student's record in the following order:

1. Cumulative Record Folder:
   Check information for accuracy: Birth date, address, phone, parents' name, children in family, etc. Let student see his grades, test scores, or if you prefer not to do this, refer the student to Guidance Office.
2. Check course plan sheet and plan next year's program.
3. Once this material has been reviewed and the record checked, discuss the student's home, school, career situation. Remember, we are here to help NOT PRY.

C. Fill out parent interview form for student to take home.

D. After interview fill out Guidance Department interview sheet and give folder and record to Office Secretary. We will arrange for filing.

INTERVIEW PROGRAM

Check Permanent Record for accuracy (Dates, grades, name, family data, etc.)
Check extra-curricular activities sheet and keep up to date.
Check interests
Check remedial work
Check observations

Check Cumulative Folder for:
- Green Card
- Testing data
- Referral sheets
- Anecdotal Records
- Autobiographies
- Health Record

Available Sources:
- Guidance Office
- Main Office
- Library
- Bulletin Boards

CONFERENCE INTERVIEW SHEET

Date _____

Class _____

Teacher _____

Name _____

Address _____

Home: _____

_____

_____

School: _____

_____

_____

Health: _____

_____

_____

Career or Careers planned to date: _____

_____

_____

Items that the student wishes more information on: _____

_____

_____

_____

Brief summary by teacher:

REFERRAL SHEET

NAME _____

CLASS _____

DATE _____

Failure in Class work _____

SUBJECT	TEACHER
_____	_____
_____	_____
_____	_____
_____	_____

Excess absence _____

Excess tardiness _____

Economic _____

Class inattention _____

Reading difficulty _____

Home Problem _____

State Rehabilitation _____

Health Problem _____

Scholarship Aid _____

Other

Checked by: _____

Comments:

Recommendations:

STUDENT INTERVIEW PROGRAM — EVALUATION

The student interview program has been in effect for about a year. During this time each student has been interviewed four times. The entire student body has had personal contact with a teacher in a non-classroom situation. The beginning of a one-to-one relationship between student and teacher has been fostered so that each student can have one faculty member that perhaps knows and understands him better than previously and to whom he can relate on an individual basis. In turn, the teacher is learning about individual student's needs, interests and attitudes in a situation in which we hope the student will feel free to express himself.

A copy of the conference interview sheet is enclosed. The student's record and test results are interpreted for him. We learn a little about his home life, his interests and activities, his health problems and his vocational interests. I also learn what information the student needs so that I can make it available to him if we have it or find it if we don't. Some of the teachers have refered students to me for personal and vocational counseling. Others I have called in myself. Through the interview program I have become aware of some of the health problems some of the students have. We have discovered a few students who might possibly need eyeglasses. We have also become aware of some students who are handicapped by disease and other ailments that prevent them from taking part in our athletic programs. Much of the information gathered has been about career considerations. The teachers have explained to the students the availability of the Career Library. I feel many students have simply ignored the existence of this facility until a teacher has taken them by the hand to show them that it was there and how to use it.

One teacher's opinion was that he felt the program was beneficial in that a rapport was being established between student and teacher. He did not feel, however, that any real counseling was taking place since he is not a trained counselor. He enjoys talking to the students although he has dfficulty communicating with 7th and 8th graders. He admits it is also difficult when a student feels he has nothing to say so he simply answers questions with a "yes" or "no" .

Two students interviewed said that the interview program was interesting and that they enjoyed talking to their advisors. The two girls felt that if they had a personal problem they would rather talk to a woman than their male advisors. They thought that as they got to know their advisor, they would probably feel free to talk. Some students have commented that the program was ridiculous and worthless. My response to this is that perhaps it is to these students. I do feel, however, that the pro-

gram is beneficial to a much larger percentage of students than it is worthless. The program is relatively new and it will take time to judge accurately just how valuable it is.

Ann Marie Corson

Guidance Counselor

CAREER REPRESENTATIVES

The backbone of the program is the introduction of a large variety of representatives from as many career areas as possible. The idea is to cover a complete cross-section of careers from professional, skilled, semi-skilled to common-labor areas.

Almost every person in a community has some skill or hobby for which they are known. Since everyone is a born teacher in their area of expertise, it is usually not difficulty to convince a person to speak to small groups about their specialty.

If one is familiar with the community, it is relatively easy to list a large number of possible career representatives. Other sources of information might be: Yellow pages of the telephone directory, newspaper advertisement, students and teachers, State Offices and Organizations, as well as community organizations such as Chambers of Commerce, Rotary, etc.

Once a list of prospective speakers has been compiled, contact is made, either in person, which is preferable, or by invitational letter. The program is explained, and stress is placed on the fact that the speaker will be asked to speak to several small class groups rather than the large assembly type visit. A favorable reply places the representative on a resource list which is distributed to teachers.

If a teacher desires a particular representative to visit the classroom, the Coordinator is provided with the following information:

1. Date the representative is desired. (At least two weeks notice)
2. Exact times of the classes to be visited, number of students in each class and their grade level, also academic level if such is available.
3. The subject being taught in each class and the particular unit material being covered at the time of the visit.
4. The teacher's general philosophy in these classes as well as the particular points the teacher would like the visitor to stress during the visit.

This material is organized and relayed to the representative along with a reply card for confirmation of the visit. The guest is urged not only to speak realistically about a career area, but to demonstrate, when possible, how the particular subject being taught in that class is useful or necessary in the career.

Several copies of the visitor's schedule are posted and also given to teachers, guidance and administrative personnel. Students in the classrooms to be visited are alerted to the expected visit a few days ahead and the visit prepared. Students not in the classes to be visited, but who indicate an interest in meeting with such a career person, are advised as to the time and place that such a meeting can be held during the school day.

On the day of the visit, the guest is greeted on his arrival at the school by a hospitality committee of students. A brief orientation period with the Coordinator and teachers involved is held before the first class visit. The student hosts take charge of steering the guest to the proper classrooms, and entertain him/her for lunch.

During the course of the visit, the guest is asked to fill out a data sheet about himself and his career. Also, an interview on tape is conducted, using the general format found in the Section on tape interviews.

At the end of the visit, the host committee presents the guest with a certificate of appreciation. Within a few days of the visit a note of thanks is sent by the host committee, and the guest is asked to evaluate his visit and offer suggestions and/or criticisms.

If the career representative has agreed, his/her name is filed as a permanent resource person in the community or region. During the year, students who wish more information in that career area are refered to the representative by the Co-ordinator. The Coordinator arranges an appointment for the student either at the school or the place of work.

In very few instances did prospective career representatives refuse the visit or to become a resource person. In fact, many visitors suggested other people in their field or related areas who might agree to visit the school, and became enthusiastic supporters of the program, offering to use their facilities to help students better understand and make choices as regards their careers. In some instances, the guests offered to make the necessary contacts to help students enter particular training programs.

Robert E. Powers,
Superintendent
SAD No. 13

Walter H. Reed, Principal
Valley High School

Stanley M. Ferguson, Director
Bingham Project

Graydon M. Robinson,
Coordinator
Bingham Project

Dear Sir,

Valley High School, Bingham, Maine, is conducting an experimental program in the area of community based guidance and career information. The material accompanying this letter will provide more detailed information as to the general aims and objectives of this program.

We invite you to participate in this program, known as the Bingham Project. We are seeking professional, skilled, and semi skilled people from all fields of work, who are knowledgeable in their specific areas, and who are capable of speaking to groups of students. If your business or profession can participate in this program by sending a representative to spend a day at the High School, we would be most appreciative.

Following a period of orientation for the guest, we would ask you or your representative to visit particular classes, with previous teacher approval, to reinforce teacher goals and philosophy, by speaking to the students. We would hope your presence would help bridge the gap between classroom and life-work, by showing how a particular subject area is necessary and/or useful in your field of work. You will be informed in advance as to the subject areas involved, the teachers' general wishes, and the specific unit titles being taught at the time of your visit. We would also allow time for interested students to speak with you about your career. We would like, for display in our career library, any materials available about your business or profession.

The school day opens at 8:30 A.M. and closes at 3:05 P.M. If at all possible, we would like you to be present for the opening of school, giving us time for an adequate orientation before the visitation of classes begins. If your budget provides, and time allows, you may wish to spend the previous night in one of the local motels. If this is the case, we will gladly make reservations in your name.

This is a very unique program, and I am certain you will find it most interesting and rewarding personally, as well as a source of potential manpower for your career field.

If you can participate in this program, please return the enclosed card, and more details will be forwarded to you. Any questions may be addressed to the coordinator at the High School.

Sincerely,

BINGHAM PROJECT

VISITORS SCHEDULE DATE _____

Business or Profession: _____

Representative's name Address Tel.

_____ _____ _____

_____ _____ _____

Estimated arrival at school _____

CLASS VISITS

TIME	ROOM	PERIOD	COURSE	TEACHER	NO. STUDENTS

BINGHAM PROJECT

DATA: re: REPRESENTATIVE

Name of representative _____

Official Title

Specific description of profession or job area:

Years of experience in the job area _____

How did you gain your knowledge of the job:

Formal School Training:

Formal Trade-Tech School training:

Apprenticeship:

On the job training:

Specify and explain how you arrived at your present position if not covered by above:

What priority does your business or profession place upon this kind of community contact with school age children and schools.

If your business or profession does place high importance on school community contact, what frustrations or successes have you met to date in implementing this contact.

Certificate of Appreciation

May it be Known that

_____

was a Guest of the Bingham project, at

Valley High School

Bingham, Maine

on _____ the ____

As an Expression of Appreciation for Courtesies

extended to this School, we hereby present

this Certificate.

_____

PRES. STUDENT COUNCIL GUIDANCE DIRECTOR PRINCIPAL

CAREER INFORMATION MATERIAL

SOURCES:

One of the tasks in establishing a career library is obtaining information on the large spectrum of possible careers. This is not difficult, but does take time.

There is an almost unlimited quantity of material on careers available for the asking. Some recommended sources are as follows:

1. Occupational Outlook Handbook: Published by the U.S. Printing Office. At the end of each job description there is at least one address where free information may be obtained.
2. Directory of Free Materials: Published by Sextant Systems, Milwaukee, Wisconsin.
3. Educator's Guide to Free Guidance Materials: Published by Educator's Progress Service, Randolph, Wisconsin.

Once the process of information gathering is started, the only limits are time and postage. Nearly every piece of literature that arrives will in turn list other sources, almost "ad infinitum".

A form letter, such as the one included here, can be used, and is quite adequate.

It is recommended that the name and address of each source to which a request for information is sent, be listed on index cards. When the material arrives from that source, it can be evaluated and noted on the card for future reference. This will avoid wasted time and money in future requests, if the material is not considered useful. These cards, at the beginning of each year can be given to Committee members, and requests can be addressed quickly and without the need for repeated research, in committee members' own homes.

CLASSIFICATION:

Once material has been obtained, comes the most difficult task of establishing a system whereby this material can be classified and made readily available to students. At the very outset, before any material is processed, one must determine the method of classification that will be used. A number of systems are suggested in "The Information Service in Guidance" by Norris, Zeran and Hatch (Chapters 4 and 5). To be avoided is a system that will demand much time, that is too complicated and which does not allow for expansion.

In the Bingham Project we used a combination alphabetical and D.O.T. Classification.

We began with a basic tool already in existence at the school: the "Science Research Associates Career Information Kit". This

kit represents a substantial financial outlay, but is worth it. The kit comprises a two-drawer file cabinet containing 168 folders with more than 500 pamphlets and leaflets describing 650 major employment areas. This kit uses the D.O.T. Classification system, and materials from other sources that is unbound and cannot be easily displayed on library shelves, can be quickly coded and inserted in the kit folders. For a small yearly fee, the kit can be kept up-to-date. This yearly up-dating also includes a number of pamphlets and posters, etc., which can be most valuable.

Although the kit includes a key which lists careers and occupations alphabetically and indicates the proper D.O.T. number for quick reference to kit folders, we found it most advantageous to use a file card system. A career or occupational title is listed on each card along with a brief thumb-nail sketch of the career, and the proper D.O.T. cassification number. The cards then filed alphabetically, serve as a key to the career kit. The main reason for this card system lay in the fact that many career titles are either unknown or misleading to students. By including a brief description of the career on each card, a student can decide if he wishes to pursue this previously unknown career further by refering to the material in the career kit. This is also an educational process, for students are urged to flick through the card file and to read the brief description of all careers with which they are not familiar.

For more detailed description of this system please refer to "Procedures: Career File Card System" as found in the table of Contents.

I would encourage the following points be considered:

1. Do not include any material in the folders that is more than two years old. By dating each piece of material as it is coded and filed, it can be easily culled from the folder when it is no longer accurate.
2. Each piece of material should be marked with the D.O.T. code number. If it is misfiled by students it can be easily spotted and returned to its proper location.
3. Material which is published for propaganda purposes, or which gives little pertinent information, or is not easily understood by students should not be filed, otherwise the folders will become cumbersome with useless material.
4. A periodic check of the files should be made to keep materials orderly. Such a check will quickly indicate those career areas which contain little information, and a search can be conducted to obtain more.
5. Students must be instructed as to what the system contains, and how to use the system for information.

This instruction should be repeated periodically.

Graydon Robinson, Coordinator
Bingham Project
Valley High School
Bingham, Maine 04920

Dear sirs,

I have recently been appointed as coordinator of a Title I experimental guidance program at Valley High School, Bingham, Maine.

This program basically concerns the building of career information from all sources. Our existing written material is woefully deficient and outdated.

May we ask you to assist us by sending the following material if such is available.

1. Free information, such as pamphlets, etc., on the careers or professions that you represent.
2. Lists of any materials that we might purchase for the career library.
3. Lists of institutions, approved by your profession, for training in your field.
4. Any speakers and/or contacts in your profession, available to this area.

Thank you,

Graydon M. Robinson
Valley High School
Bingham, Maine 04920

Guidance Department
Valley High School
Bingham, Maine 04920

Dear Sirs:

We are seeking career and occupational material for our newly established guidance library. May we ask your assistance by sending the following free material:

We would also like lists of institutions, approved by your profession, for training in your field, and any speakers and/or contacts in your profession available to this area.

Thank you for your assistance.

Sincerely,

Ann Marie Corson
Guidance Counselor

crb

Alphabetical File Card System

To facilitate student-teacher use of career materials and to enable users to obtain a quick thumb-nail sketch of various occupations, an alphabetical file card system has been devised.

4x6 file cards were used. Each card carries a career or job title, and extensive cross references were made to facilitate finding a particular career and to avoid duplication of information. On each card, the following information is recorded:

1. Brief one or two sentence description of the work involved.
2. Minimal education or training needed to enter the field.
3. Basic high school courses required or at least considered desirable.
4. Essential personal qualifications.

On the reverse side of the card is the name and address of a source for further free information in the career area, as well as the name of a local or regional resource person available by appointment through the Guidance Counselor for an individual interview, either at the school or place of work.

The cards are filed alphabetically, enabling quick and ready reference. The material on the cards is such that updating will be minimal, once the file is established.

On each card, the appropriate D.O.T. (Dictionary of Occupational Titles) number is listed for that occupation. Since the SRA Career Information kit used the D.O.T. filing system, this gives ready and accurate referal to all of the kit's materials without need of an index.

These cards have been placed in a file card drawer, and stored in the Career Library near the SRA Kit.

CAREER CARD FILE

4 x 6 cards, filed alphabetically
CAREER OR JOB TITLE D.O.T. No.
Cross references
Job description
Minimum education or training necessary. (on the job, apprenticeship, college (majors), etc.)
High School courses required or desirable
Personal qualifications
REVERSE SIDE:

INFORMATION: Name and address where free information can be obtained by the student.
RESOURCE PERSON: Name of a local or regional career person with whom an appointment can be made through guidance counselor.

CAREER TAPE INTERVIEWS

At the very beginning of the Project a Cassette Tape Player/Recorder and a number of blank tapes were purchased. It was decided to begin a collection of career tapes for the career library. A tape interview format was devised so that all tapes would have a uniform structure. Since career speakers would be speaking only to a small portion of the entire student body, these tapes would place the speaker, so to speak, in the school at anytime.

Tapes having thirty minutes playing time on each side were used, and each tape contains one interview on each side. The title of the interview was written on the tape itself. Each tape is stored in a plastic container which is numbered and titled. A list of the tapes with numbers and titles was compiled for inventory purposes. The tapes are stored in their racks in numerical order. To facilitate a student finding a tape on a particular career, an alphabetical list of tapes according to subject matter with correspondent tape numbers is posted.

Because of the demand for these tapes, the Project purchased three more tape players. During activity periods all four players were often in use. By the end of the year 106 tapes containing 211 different interviews had been collected.

It is suggested that each tape be dated. Also, at the end of each taped interview, the interviewer should list code numbers or any other pertinent information which will enable the student to easily find other written material about the career that may be available in the career library.

TAPE INTERVIEW FORMAT

We are establishing a career library on tape. During the course of your visit to the school, we would like to conduct a tape interview with you. The following questions will be asked. Perhaps you would like to look them over beforehand and check off any questions you would prefer not to answer.

INTRODUCTORY QUESTIONS:

1. What is your name and the official title of your position?
2. How long have you been in your present career field?
3. Could you tell us how much education and/or specialized training you received and the jobs you may have held until you attained your present status?
4. Are you self employed?
5. If not self-employed, for whom do you work?

NATURE OF WORK:

1. What specific tasks do you perform?
2. Would you consider the duties you have just outlined as typical of most people in your field?
3. Would you name or describe the tools, machines and materials you use in your work?
4. Are your duties such that you are part of a team?

QUALIFICATIONS:

AGE: 1. What is the age range if any, required for entrance?
2. At what age can you retire?
3. Are there any age qualifications preferred by employers?

SEX: Are there equal opportunities for both men and women?

SPECIAL SKILLS: Are there special physical requirements?
Social
Personal

LEGAL REQUIREMENTS: Are there legal requirements affecting the occupation, such as license, certificate etc.?

PREPARATION:

GENERAL EDUCATION:

1. Is High School sufficient or is more general education required?
2. How much general education is desirable?
3. If college work is required or prefered, what should be the field of concentration in college?
4. What courses in High School would you consider essential?
5. What courses in High School would you consider desirable?

SPECIAL TRAINING:

1. Is special training required?
2. What kind of training is necessary?
3. How much training is desirable or necessary in terms of advancement?
4. Where is this training available?
5. What would you estimate to be the cost of such training?
6. Are there other ways of getting this training?

EXPERIENCE:

1. What is the minimum necessary to enter the occupation?
2. Is experience accepted in place of training?

METHODS OF ENTRANCE: How does one go about entering the field?

EMPLOYMENT OUTLOOK:

1. What is the employment outlook for people in your field?
2. Are there any geographical limitations for employment?

ADVANCEMENT:

1. What are the possibilities for advancement?
2. Can you give some idea of the length of time for advancement?

RELATED OCCUPATIONS: What are some of the related fields of work in which one with your training and experience might find opportunities?

WAGES:

1. What is the average beginning salary?
2. What is the average wage for an experienced worker?
3. Are there things that should be taken into consideration when speaking of salary, such as uniforms, equipment, etc.?
4. Are there things which augment the basic salary, such as housing, meals, tips, commissions, bonuses, etc.?
5. What kind of benefits are usually provided, such as insurance, pensions, paid vacations, etc.?

NON-MONETARY REWARDS: Are there non-monetary rewards such as the possibility of self-expression, service, independence, social status, etc.?

WORKING CONDITIONS:

HOURS: Are the hours of work usually quite regular?

EMPLOYMENT STABILITY: Is employment stable and quite regular?

PHYSICAL CONDITIONS:

1. Are there any special risks connected with this occupation?
2. Must you work in excessive noise, dust, odors, etc.?

CONCLUSIONS:

1. Are there some advantages or disadvantages that we have not discussed?
2. May I ask if you are happy and content in this work?
3. Would you suggest your career field to young people?
4. How would you suggest that they go about entering the field?
5. What practical advice do you have for students considering your career field?
6. Is there anything that they can do to get a head-start in your field?

CAREER TAPES

1. ENGINEER, GENERAL	ENGINEERING TECHNICIAN
2. ENGINEERING COLLEGES	ENGINEERING GRADUTE SCHOOLS
3. ENGINEER, AGRICULTURAL	MARINE BIOLOGIST
4. ENGINEER, CIVIL	ENGINEER, POWER SYSTEMS
5. ENGINEER, INDUSTRIAL	ENGINEER, SPACE
6. TECHNICIAN, ELECTRONIC	TECHNICIAN, MECHANICAL DESIGN
7. TECHNICIAN, NUCLEAR	TECHNICIAN, AERO/SPACE
8. TECHNICIAN, MACHINE	TECHNICIAN, ARCHITECTURAL
9. BIOCHEMIST	PHYSICIST
10. PHYSICIST	SCIENTIST
11. PHYSICAL SCIENTIST	CHEMIST
12. BIOLOGIST	CHEMIST
13. METEOROLOGIST	SEAFARER (MERCHANT MARINE)
14. MATHEMATICS CAREERS	FOREIGN LANGUAGE CAREERS
15. MEDICAL RECORD LIBRARIAN	X - RAY TECHNICIAN
16. PHARMACIST	MEDICAL AND LAB. TECHNICIAN
17. DOCTOR	DENTIST
18. NURSE, PRACTICAL	NURSE, R.N.
19. NURSE, PRACTICAL	HOSPITAL ADMINISTRATION
20. HOSPITAL AIDES	WAITERS/WAITRESSES
21. VETERINARIAN	SHOEMAKERS
22. RADIO BROADCASTING	RETAIL CLERKS
23. AIRLINE WORKERS	NEWSPAPER WORKERS
24. LAW ENFORCEMENT	PHOTOGRAPHER
25. INTERIOR DECORATOR	FASHION DESIGNER
26. HOSPITAL ADMINISTRATION	HOTEL-MOTEL MANAGER
	PLAYWRIGHT AND CRITIC
27. THEATER, TECHNICAL	SOCIAL WORK, MENTAL HEALTH
28. SOCIAL WORK, COMMUNITY	SOCIAL WORK, CLINICAL
29. SOCIAL WORK, GENERAL	AIRLINE MECHANIC
30. AUTO MECHANIC	TRAINING IN LARGE OFFICES
31. TYPIST	SALES, FOOD DISTRIBUTION
32. SALES, RADIO AND TV TIME	
33. SALES, REAL ESTATE	SALES, AUTO
34. SALES, CAREERS	SALES, TECHNICAL
35. HOME ECONOMICS	PEACE CORPS
36. COSMETOLOGIST	SECRETARY A NORMAL DAY
37. BARBER	BEAUTICIAN
38. JOURNALIST	REPORTER
39. PUBLIC RELATIONS	TECHNICAL WRITER

40. PRINTING	ARCHITECTURE
41. WELDING	LUMBER OCCUPATIONS
42. TELEPHONE CO. CAREERS	PUBLIC SERVICE EMPLOYEES
43. BANKING	TELEPHONE COMPANY CAREERS
44. GOVERNMENT JOBS, GENERAL	POSTAL WORKERS
45. COLLEGE TEACHING	COACHING
46. COLLEGE ADMISSIONS	COLLEGES, FACTS ABOUT
47. JUNIOR AND COMMUNITY COLLEGES	THE NOW COLLEGES
48. JOBS, FACTS ABOUT	INDUSTRIAL JOBS IN GOVERNMENT
49. HIGH SCHOOL: CHALLENGE	HOMEWORK
50. HOW TO SUCCEED IN SCHOOL	IMPROVING YOUR STUDY HABITS
51. X-RAY TECHNOLOGY	DIETITIAN
52. AIRLINES (GENERAL)	PILOT
53. STEWARDESS	TRANSPORT AGENTS
54. BUILDING TRADES (GENERAL)	CARPENTRY
55. ELECTRICIAN	HEAVY EQUIPMENT OPERATOR
56. CONSERVATION (GENERAL)	FORESTRY
57. FISH AND WILDLIFE	POLLUTION
58. HEALTH CAREERS	DIETITIAN
59. OCCUPATIONAL THERAPIST	PHYSICAL THERAPIST
60. PROFESSIONAL FOOTBALL	BOOKBINDER
61. POLICEMAN	FIREMAN
62. POSTAL WORKERS	PUBLIC WORKS CAREERS
63. PUBLIC HEALTH CAREERS	INHALATION THERAPY
64. DENTAL HYGIENE	MEDICAL TECHNICIAN
65. WHY STUDY AVIATION	EDUCATION IN U.S. ARMY
66. GENERAL RETAILING	MERCHANDISING
67. PUBLICITY	RETAIL MANAGEMENT
68. VETERINARIAN	OPTOMETRIST
69. DENTISTRY	PHYSICIAN
70. SALES, RETAIL	SALES, BUYER
71. ADVERTISING AND SALES PROMOTION	RETAIL MANAGEMENT
72. TYPIST AND STENOGRAPHER	CLERICAL CAREERS
73. BOOKKEEPER	OFFICE MACHINE OPERATOR
74. BIOLOGICAL CAREERS	MARINE BIOLOGY
75. PHARMACY - PHARMACOLOGY	OCEANOGRAPHY
76. PLANT PATHOLOGY	ENTOMOLOGY
77. AGRICULTURAL BUSINESS	MARKETING ECONOMICS
78. ELEMENTARY TEACHER	SECONDARY TEACHER
79. COLLEGE TEACHER	HANDICAPPED TEACHER
80. MEDICAL ART	FASHION ILLUSTRATOR

81. INTERIOR DESIGN
82. GRADUATE FROM HIGH SCHOOL
83. DENTAL ASSISTANT
84. WHY STUDY FOREIGN LANGUAGES
85. TV WORKERS

86. HEALTH CAREERS
87. REHABILITATION COUNSELOR
88. RECREATION EDUCATION
89. PRINTING CAREERS
90. WHY STUDY HOME ECONOMICS
91. PODIATRY
92. OFFSET PRINTER
93. SHIPBUILDING OCCUPATIONS
94. ELECTRONIC MANUFACTURE
95. DATA PROCESSING, GENERAL
96. COMPUTER OPERATOR
97. BIOLOGY MAJOR
98. MATHEMATICS MAJOR
99. HOTEL INDUSTRY, GENERAL
100. HOTEL SALES
101. HOW TO TAKE A TEST

102. ENVIRONMENTAL PROTECTION
103. URBAN PLANNING
104. OPERATING ENGINEER
105. NURSE, RN, (ASSOCIATE)

106. STATE EMPLOYEES

COMMERCIAL ART
STAY IN SCHOOL

DENTISTRY
WHY STUDY INDUSTRIAL ARTS

AIRPLANE CONSTRUCTION WORKERS
SURGEON
SPEECH PATHOLOGY AND AUDIOLOGY
PHYSICAL EDUCATION
LETTERPRESS OPERATOR
WHY STUDY SPEECH

MEN'S CLOTHING WORKERS
PRINTING FINISHER
PHOTO EQUIPMENT MANUFACTURE
HOTEL AND RESTAURANT WORKERS
COMPUTER PROGRAMMER

KEYPUNCH OPERATOR
SOCIOLOGY MAJOR
POLITICAL SCIENCE MAJOR
HOTEL MANAGEMENT

FOOD & BEVERAGE MANAGER
APTITUDES AND OCCUPATION
AIR POLLUTION CAREERS

MARINE BIOLOGY
MACHINIST
NURSE, RN, (BACHELOR DEGREE)

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77	AGRICULTURAL BUSINESS
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30	AIRLINE MECHANIC
23	AIRLINE WORKERS
85	AIRPLANE CONSTRUCTION
102	AIR POLLUTION CAREERS
40	ARCHITECT
65	ARMY EDUCATION
81	ART, COMMERCIAL
80	ART, MEDICAL
30	AUTO MECHANIC
65	AVIATION
43	BANKING
37	BARBER
36 - 37	BEAUTICIAN
9	BIOCHEMIST
12 - 74 - 97	BIOLOGIST
73	BOOKKEEPER
22	BROADCASTING, RADIO
54	BUILDING TRADES
70	BUYER, RETAIL
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11 - 12	CHEMIST
72	CLERICAL CAREERS
45	COACHING
46	COLLEGE ADMISSIONS
46	COLLEGE, FACTS ABOUT
47	COLLEGE, JUNIOR
45 - 79	COLLEGE, TEACHER
95	COMPUTER OPERATOR
94	COMPUTER PROGRAMMER
81	COMMERCIAL ART
56	CONSERvATIONIST
36 - 37	COSMETOLOGY
27	CRITIC, DRAMA
95	DATA PROCESSING
25 - 81	DECORATOR, INTERIOR
83	DENTAL ASSISTANT
64	DENTAL HYGIENE
17 - 69 - 83	DENTISTRY
51 - 58	DIETITION
17	DOCTOR
55	ELECTRICIAN
94	ELECTRONICS MANUFACTURING

TAPE NO.	SUBJECT
3	ENGINEER, AGRICULTURAL

4 ENGINEER, CIVIL
2 ENGINEERING COLLEGES
1 ENGINEER, GENERAL
2 ENGINEER, GRADUATE SCHOOLS
5 ENGINEER, INDUSTRIAL
4 ENGINEER, POWER SYSTEMS
5 ENGINEER, SPACE
1 ENGINEERING TECHNICIANS
76 ENTOMOLOGIST
102 ENVIRONMENTAL POLLUTION

25 FASHION DESIGN
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61 FIREMAN
57 FISH AND WILDLIFE CAREERS
100 FOOD AND BEVERAGE MANAGER
60 FOOTBALL, PROFESSIONAL
14 FOREIGN LANGUAGE CAREERS
84 FOREIGN LANGUAGE, WHY STUDY?
56 FORESTRY

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82 GRADUATION FROM HIGH SCHOOL

58 - 86 HEALTH CAREERS
55 HEAVY EQUIPMENT OPERATORS
49 HIGH SCHOOL, A CHALLENGE
35 HOME ECONOMICS
90 HOME ECONOMICS, WHY STUDY?
49 HOMEWORK, STUDYING ON YOUR OWN
19 - 26 HOSPITAL ADMINISTRATION
20 HOSPITAL AIDES
99 HOTEL INDUSTRY
26 - 99 HOTEL - MOTEL MANAGER
94 HOTEL AND RESTAURANT WORKERS
100 HOTEL, SALES JOBS
50 HOW TO SUCCEED IN SCHOOL

50 IMPROVING STUDY HABITS
84 INDUSTRIAL ARTS, WHY STUDY?
63 INHALATION THERAPIST
25 INTERIOR DECORATOR
81 INTERIOR DESIGN

48 JOBS, FACTS ABOUT
38 JOURNALISM
47 JUNIOR COLLEGES

96 KEYPUNCH OPERATOR

TAPE NO.	SUBJECT
16	LABORATORY TECHNOLOGIST
24 - 61	LAW ENFORCEMENT
89	LETTERPRESS OPERATOR
15	LIBRARIAN, MEDICAL RECORD
41	LUMBER OCCUPATIONS
3 - 74 - 103	MARINE BIOLOGY
77	MARKETING ECONOMICS
14 - 98	MATHEMATICS CAREERS
30	MECHANIC, AIRLINE
30	MECHANIC, AUTO
80	MEDICAL ART
15	MEDICAL RECORD LIBRARIANS
16 - 64	MEDICAL TECHNOLOGIST
66	MERCHANDISING
13	METEOROLOGIST
23	NEWSPAPER WORKERS
38	NEWS REPORTER
18 - 19	NURSE, PRACTICAL
18	NURSE, REGISTERED
59	OCCUPATIONAL THERAPIST
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16 - 75	PHARMACIST
75	PHARMACOLOGY
93	PHOTO EQUIPMENT MANUFACTURE
24	PHOTOGRAPHER
11	PHYSICAL SCIENTIST
59	PHYSICAL THERAPIST
69	PHYSICIAN
88	PHYSICAL EDUCATION
9 - 10	PHYSICIST
52	PILOT
76	PLANT PATHOLOGIST
27	PLAYWRIGHT
91	PODIATRY
24 - 61	POLICE
98	POLITICAL SCIENCE
57	POLLUTION
44 - 66	POSTAL WORKERS
40 - 89 - 92	PRINTING CAREERS
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60	PROFESSIONAL FOOTBALL

TAPE NO.	SUBJECT
63	PUBLIC HEALTH CAREERS
67	PUBLICITY
39	PUBLIC RELATIONS
42	PUBLIC SERVICE WORKERS
62	PUBLIC WORKS CAREERS
22	RADIO BROADCASTING
33	REAL ESTATE
88	RECREATION EDUCATION
87	REHABILITATION COUNSELOR
38	REPORTER
70	RETAIL BUYER
22	RETAIL CLERK
66	RETAIL, GENERAL
67 - 71	RETAIL MANAGEMENT
33	SALES, AUTO
34	SALES CAREERS
32	SALES, FOOD
71	SALES PROMOTION
32	SALES, RADIO - TV TIME
33	SALES, REAL ESTATE
70	SALES, RETAIL
34	SALES, TECHNICAL
10	SCIENTIST
11	SCIENTIST, PHYSICAL
93	SHIPBUILDING MANUFACTURE
29	SOCIAL WORK, CLINICAL
28	SOCIAL WORK, COMMUNITY
29	SOCIAL WORK, GENERAL
28	SOCIAL WORK, MENTAL HEALTH
97	SOCIOLOGY
87	SPEECH PATHOLOGY
90	SPEECH, WHY STUDY?
72	STENOGRAPHER
53	STEWARDESS
86	SURGEON
45 - 79	TEACHER, COLLEGE
78	TEACHER, ELEMENTARY
79	TEACHER, HANDICAPPED
78	TEACHER, SECONDARY
39	TECHNICAL WRITER
7	TECHNICIAN, AERO/SPACE
8	TECHNICIAN, ARCHITECTURAL
6	TECHNICIAN, ELECTRONIC
1	TECHNICIAN, ENGINEERING
8	TECHNICIAN, MACHINE
6	TECHNICIAN, MECHANICAL DESIGN
16 - 64	TECHNICIAN, MEDICAL AND LABORATORY

TAPE NO.	SUBJECT
7	TECHNICIAN, NUCLEAR
15 - 51	TECHNICIAN, X-RAY
42 - 43	TELEPHONE COMPANY CAREERS
101	TEST, HOW TO TAKE
27	THEATER, TECHNICAL
53	TRANSPORT AGENT
85	TV WORKERS
31 - 72	TYPIST
103	URBAN PLANNING
21 - 68	VETERINARIAN
20	WAITER/WAITRESS
41	WELDING CAREERS
39	WRITER, TECHNICAL
15 - 51	X-RAY TECHNICIAN

FILMS

A large variety of 16mm sound films are available on careers from a number of sources, such as University Film Libraries, National Associations etc. Many of these films are free, others require but a small rental fee.

The title and a brief description of each film was posted on the bulletin board well in advance of the showing date. When the film was available for showing, teachers were informed and offered the use of the projector and film in their classrooms. Usually films were available in the school for a three day period. During this time, a showing of the film was scheduled in the Guidance Area at a time when all students were free, enabling any student who wished to see the film the opportunity to attend.

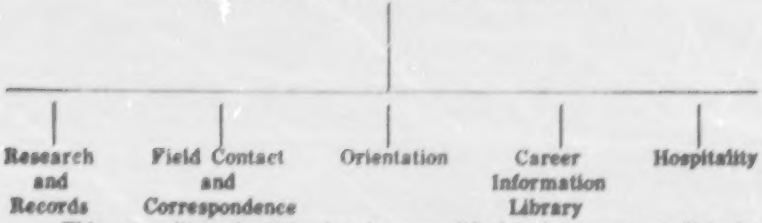
FILMS

The following films were shown during the year. Some were shown to interested students in the Career Work/Conference Room, many were also shown by teachers to their class groups.

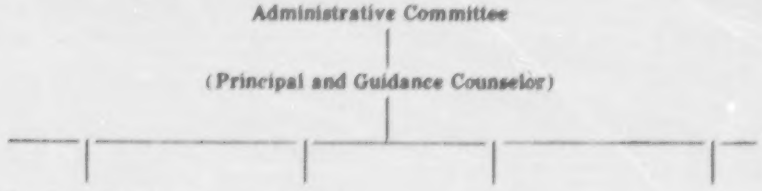
Woodcutters
Losers Weepers (Drop-Outs)
Why Study Industrial Arts
Aircraft Machinists
Why Study Speech
Hotel and Restaurant Workers
Marine Biologists
Stay in School
Podiatry: Opportunity and Challenge
Horizons Unlimited
Career Game (Dietetics)
The Surgeon
O.D.S. Vision Care Specialist
TV Workers
Machinists
How to Take a Test
Secretary: A Normal Day
Why Study Home Economics
Why Study a Foregn Language
Public Employees
Shoemakers
State Employees
Seafarers
Aptitude and Occupations
Careers In Engineering
Bookbinders
Operating Engineers
No Reason to Stay
Men's Clothing Workers
Your Stake in Tomorrow
Challenge in Dentistry
Dental Assistant
A Certain Tuesday (Civil Engineer)
Into the World
Airline Workers
Homework: Studying on Your Own
High School: A Challenge
Postal Workers
How to Succeed in School
Now Colleges
Press
Retail Clerk
Government Workers
It Takes All Kinds
Improving Your Study Habits

Committee Structure:

The original project sets up the following structure:



This committee structure has been modified to better accomplish the objectives and goals of the Project, as follows:



The primary duties of each committee in the new structure:

Administrative Committee: Comprising the Principal, Guidance Counselor and any other member desired by above. Will trigger and coordinate the entire program and oversee the actions of all other committees. All teacher contact with committees made through this committee.

Field Contact and Correspondence: An adult membership committee to work at the school and/or their homes.

a) — Contact human resources for general commitment to the Project.

b) — Retain Career Representatives for visits to the school at dates and times specified by the Administrative Committee.

c) — Keep file of career representatives and resource people up-dated.

d) — Represent the career program in community and organizations.

e) — Act as public relations people for news media.

Career Information: An adult membership committee to work at the school and/or their homes.

a) — Acquire written career material through personal contact and/or correspondence.

b) — Schedule and reserve career films on dates and times indicated by Administrative Committee.

c) — Keep file of available sources of career information updated.

d) — General management of Career and Guidance Library.

Career Library: Student membership

a) — Organize and display written career materials.

b) — Coding and filing of all materials.

c) — Up-dating and care of bulletin board displays.

d) — Organize and file all records and publicity on the program.

Hospitality: Student membership

a) — Welcome visiting representatives.

b) — Arrange luncheon for guest and accompany them in cafeteria.

c) — Direct visitors to proper classrooms at scheduled times.

d) — Entertain guests between periods and during lunch break.

e) — Have requested equipment and/or materials available for visitors.

f) — Present departing guests with the Certificate of Appreciation, signed by designated people.

g) — Write brief thank-you notes within five days after visit.

BINGHAM PROJECT

HOSPITALITY COMMITTEE

THIS COMMITTEE HAS BEEN ENLISTED FROM THE STUDENT BODY ON A VOLUNTARY BASIS, TO SERVE AS A WELCOMING AND A HOST/HOSTESS GROUP FOR VISITING CAREER REPRESENTATIVES.

THE FUNCTION OF THIS COMMITTEE IS AS FOLLOWS:

1. A FEW DAYS PRIOR TO THE VISIT OF A CAREER REPRESENTATIVE TO THE SCHOOL, TWO COMMITTEE MEMBERS WILL BE ASSIGNED AS OFFICIAL HOST/HOSTESS FOR THE GUEST.
2. THE HOST/HOSTESS WILL BE RESPONSIBLE FOR THE GENERAL COMFORT OF THE GUEST. (TAKING CARE OF COAT AND HAT, PROVIDING COFFEE IF DESIRED, SHOWING GUEST AROUND THE GUIDANCE AREA, INTRODUCTION TO THE PRINCIPAL, ETC.)
4. HOST/HOSTESS WILL SEE THAT ALL REQUESTED EQUIPMENT AND MATERIALS ARE READY IN THE CLASSROOMS TO BE VISITED.
5. CONDUCT GUEST TO THE PROPER CLASSROOMS FOR SCHEDULED TALKS, AND IF NECESSARY, INTRODUCE GUEST TO CLASSROOM TEACHERS.
6. ARRANGE FOR TEACHER TO ENTERTAIN GUEST BETWEEN CLASSES AND DURING RECESS PERIOD.
7. HOST/HOSTESS AND OTHER STUDENTS SELECTED BY THEM, SHOULD SEE THAT THE GUEST HAS A LUNCH TICKET (OBTAINED FROM MR. ROBINSON THAT MORNING), AND WILL ASSIST AND ACCOMPANY THE GUEST TO THE CAFETERIA LINE AND SIT WITH HIM/HER AT LUNCH.
8. AT THE END OF THE DAY, HOST/HOSTESS WILL PRESENT THE GUEST WITH A CERTIFICATE OF APPRECIATION, PROVIDED BY MR. ROBINSON.
9. WITHIN A FEW DAYS OF THE VISIT, THE HOST/HOSTESS WILL WRITE A SHORT NOTE OF THANKS TO THE GUEST.

THE GENERAL IDEA IS TO MAKE THE GUEST FEEL COMFORTABLE AND WELCOME. IT WILL BE AN EXCELLENT OPPORTUNITY FOR STUDENTS TO MEET AND TALK PERSONALLY WITH DISTINGUISHED PEOPLE.

MRS. CORSON, MR. ROBINSON AND YOUR TEACHERS, WILL BE HAPPY TO HELP YOU IN THE TASK.

IF, AFTER YOU HAVE TRIED IT ONCE, YOU DO NOT LIKE IT, PLEASE FEEL FREE TO NOTIFY MR. ROBINSON AND YOUR NAME WILL BE TAKEN OFF THE COMMITTEE LIST.

BOYS AS WELL AS GIRLS ARE INVITED. AT THIS DATE, 12 STUDENTS ARE ALREADY ON THE COMMITTEE.

AT THE END OF THE YEAR, A SPECIAL CERTIFICATE OF APPRECIATION WILL BE GIVEN TO EACH STUDENT WHO HAS PARTICIPATED IN THE PROGRAM.

ESTABLISHMENT OF THE BINGHAM PLAN: REQUIREMENTS

PERSONNEL:

A full-time Guidance Person or an established Guidance Department is not essential, although of course the presence of such makes the program that much easier.

To establish the program on a firm foundation a coordinator would be essential. Much time and effort must be spent in obtaining community, faculty and student support, as well as in organizing materials, making career contacts, etc. One Coordinator could handle several schools if these were properly located geographically. A Coordinator, working full-time in a single school, could set up a workable and practical program within three months, using the materials and resources available at an already established location, such as Bingham.

To work with the Coordinator from the very beginning, in view of taking over supervision once the Coordinator has established the plan, should be another person, either a teacher or volunteer community adult, workng part-time. Once the program has been established, such a person with the help of committee workers, as outlined elsewhere, could easily handle its continuation. The only necessary qualification of such a person would be an interest in and an understanding of the program, and an ability for organization and administration.

FINANCIAL:

Although Bingham was well-endowed financially by the funding agencies as a pilot program, a very adequate career information program can be established in any school, no matter how small, for a beginning budget of approximately $1000.00, and can be maintained for as little as $200.00. These figures do not include salaries for Coordinator or supervisor.

The following page contains a list of the things which would be considered as basic needs for the establishment of such a program. Many of the things contained therein are already available for use in most schools and therefore would not need to be purchased as separate items for the program. Once the initial equipment and material have been purchased, the only expense involved in the continuation and up-dating process are minimal amounts for postage, secretarial supplies, film rental, etc.

It is conceivable, with the proper approach to community service groups and organizations, that some of the materials could be purchased by such groups. For example, $50.00 a year could be solicited for the up-dating of the basic career information kit, another $50.00 for film rental, etc. Student groups within the school could sponsor one social function a year for career material.

The Bingham Project has proven that a concrete, practical, workable program can be established in a small school with a minimum of funding.

BASIC NEEDS — Estimation of what would be needed for the establishment of the program.

EQUIPMENT:

* Space for a career library	
* Typewriter	
* Bookshelves	
* Film Projector	
4 x 6 File Drawers	$ 15.00
4 Drawer File Cabinet	70.00
Cassette recorder/player	40.00
Blank casette Tapes	100.00
	$ 225.00

SUPPLIES

* File Folders	
* Index Cards	
* Paper	
* Envelopes	

CAREER MATERIALS

Basic Career Kit	$ 250.00
Films	50.00
Other	100.00
	$ 400.00

MISC.

Postage	$ 100.00
Telephone	100.00
Other	200.00
	$ 400.00

TOTAL ESTIMATED COST: $1,025.00

* Indicates material and equipment usually already existent in a school, and not included in the estimated budget.

NEWS RELEASE SAMPLE
EXPERIMENTAL GUIDANCE PROGRAM
BEING CONDUCTED AT VALLEY HIGH

Valley High School in Bingham has been chosen by the Federal Government and the University of Maine at Farmington for an experimental project, which will be known as the Bingham Project, to involve the entire community in supplying guidance and career information to students and to help students to greater academic success, by demonstrating the relationship between particular school-subject areas and life-work.

There are a number of schools having few or no trained guidance personnel. Such schools are at a definite disadvantage in placement of students into post-secondary education, training and gainful employment. Large schools with teams of guidance counselors make post-secondary placement for their students an integral part of their guidance programs. Trained counselors have in-depth exposure to post-secondary information and this knowledge allows them to counsel closely and accurately with their students in planning for the after high school years.

The University of Maine at Farmington invited, and Valley High School readily accepted, to experiment in using community resources to supply the guidance and career information not otherwise available to a school of this size.

This program is not intended to be a one-year project, but rather the formation of a continuing source of help to the school, the students and ultimately the community. During the first and what might be termed the organizational year, the project will be under the directorship of Stanley Ferguson, a counselor at the University of Maine at Farmington. The "on the scene" coordinator will be Graydon Robinson.

During the year as many professional, skilled and semiskilled people as possible will be invited to the school to spend time in the classroom explaining to students how and why particular subject areas are useful and necessary in a career field. The Project will attempt to introduce every possible career field existing in the community and surrounding areas. Students will have an opportunity to converse with these people individually and thus learn more about the fields of work that interest them and obtain the information necessary to enter these fields.

A career library will be established at the school so that students may investigate various career fields at their leisure. It is hoped that people in the community will be willing to serve as resource persons for the students so that they may consult, observe and learn first-hand the types of work available after graduation, and thus be able to prepare themselves more intelligently and thoroughly for future jobs.

Transcript taken from Waterville Sentinel dated October 28, 1971

GUIDANCE SPACE DISCUSSED BY SAD 13 BOARD

The monthly meeting of the Board of Directors of SAD 13 was held last week at the Quimby Elementary School with nine members in attendance.

Graydon M. Robinson, coordinator of the Bingham Project and Miss Ann Marie Dorion, guidance counselor, were present to explain to the Board the proposed alteration in the Guidance Area, and the progress of the Bingham Project.

At this time the Guidance Office is adequate only for private conferences, with no facilities for small group meetings. The Career Library area is too small for students to use materials to best advantage, therefore having to take the materials out and resulting in material loss and damage. The room is poorly lighted with no space for desk or work table.

In order to provide an adequate space for equipment and facilities to display materials without taking them out of the area, it was voted to cut a doorway between the present guidance office and the teacher's lounge.

This will provide space for a work conference room, for storage personnel materials and testing materials, and will give better supervision of career library materials and equipment resulting in less loss and damage. The teacher's lounge will be moved to a smaller room that has been used for special education classes.

Transcript taken from Waterville Sentinel

dated December 13, 1971

CAREER INFORMATION LIBRARY ESTABLISHED AT VALLEY HS

A career information library has been established at the Valley High School here in accordance with the goals of the guidance project, Graydon Robinson, project coordinator, announced Monday.

Up-to-date information on nearly every conceivable occupation is being gathered and systematically filed for student and teacher use, he said. A cassette tape recorder has been purchased and a career library on tape is being developed, Robinson said.

A long list of representatives from varying occupational areas have been enlisted to visit individual classrooms, to speak about their work and to show how classroom work in school is related to daily work-life. Robinson said that 65 professional, skilled and semi-skilled representatives are now enrolled in the program and many others are being invited. In January, 33 of these representatives are committed to visit the school.

"It is hoped that these visiting representatives will introduce students to all types of occupational opportunities, heretofore unknown, will stimulate interest, thus enabling the students to better prepare for their future," the coordinator stated.

He explained that although the funding from the Federal Government and the University of Maine, Farmington, is but for one year, the facilities and services are being established in such a way — that the project can continue to serve the students and community with a minimum of effort and expense — for years to come.

Transcript taken from Bangor Daily News

dated December 14, 1971

BINGHAM PROJECT EVALUATED

Representatives from the Federal Government Title I Program, The Maine State Department of Education, The University of Maine at Farmington, SAD 13, and Valley High School, met at the school in Bingham last week to evaluate the Bingham Project.

Present for the day were Frank Hagan, Title I HEA coordinator, in charge of federal funding; Elwood Padham, deputy commissioner of the Maine Department of Education; Dr. Richard Rice, academic vice-president of the University of Maine, Farmington; Stanley Ferguson, counselor at the University of Maine, Farmington and Bingham Project Director; Robert Powers, superintendent of SAD 13; Walter Reed, principal of Valley High School; Wilfred Small, Board of Directors, SAD 13; Mrs. Alice Beane, Board of Directors, SAD 13; Ann Doiron, director of guidance, Valley High; Donald Waterhouse, public relations director, University of Maine, Farmington; and Graydon Robinson, Bingham project coordinator.

Two morning sessions were held, during which Ferguson and Robinson briefed the guests on the aims and goals, progress and plans of the community-centered Guidance Project, funded by the Federal Government and the University of Maine at Farmington.

A brief tour of the high school, and especially the existing guidance area was conducted, and plans for expansion of the area of its services were discussed.

After lunch in the school cafeteria, a final session was held, during which a frank exchange of opinion and an overall evaluation of the project took place.

At the conclusion of the day, the guests expressed satisfaction and enthusiasm over what they had seen and heard, it was agreed that not only is the project accomplishing what it had set out to do, but had gone beyond expectations, even at this early stage.

Further visits from all areas of education are anticipated in the coming months, in the hopes that this project might become a model program to be expanded to other areas of the state.

dated December 30, 1971

Transcript taken from Somerset Reporter

MAINE CITIZENS PROVIDE PUPIL CAREER GUIDANCE

By utilizing their own professional expertise, the citizens in this community are able for the first time to give career guidance to their young people.

The program — called the Bingham Project — is designed to match up the town's 300 junior and senior high school students with local people who do what the students think they want to do some day.

The Bingham Project was proposed to school officials in this Somerset County town last year by the Univerisity of Maine at Farmington.

Since the town was unable to support the conventional machinery in guidance programs, the university suggested it adopt an experiment utilizing community resources to provide the needed guidance and career information to its young people.

And last fall Valley High School decided to take on the program, which came from a plan approved by the U.S. Department of Health Education and Welfare.

"The basic idea of this project," expained its coordinator Graydon M. Robinson "is to involve the entire community in supplying guidance and career information to students and to demonstrate to students the relationship between particular subject areas and life work."

"Prior to this time a student had difficulty in understanding how his classroom work had anything to do with his future career. Now there are means of drawing the two together," Robinson added.

The Bingham Project, presently draws about 65 professionals and skilled and semi-skilled workers from the Bingham area to visit classrooms, speak about their work and fill out data sheets on their particular careers.

Robinson said he hopes to have 150 community representatives enrolled in the program by the end of the school year.

To supplement personal consultation about career futures for students, the program also utilizes a room in the high school as a career library. Adjacent to the guidance office the facility has been stocked with updated guidance material.

"It's not unusual to see a dozen students using the facilities during the activity period," Robinson said.

An example of the extent of student enthusiasm for exploring various career was the attendance of several high school boys at a recent session held by a Bingham cosmetologist.

One boy remarked, "it's not that I want to become a cosmetologist; I was just interested in what one does."

Call - Woonsocket, R. I. January 25, 1972
Telegraph - Nashua, N.H. January 26, 1972
Caledonion Record - St. Johnsbury, Vt. January 25, 1972
Journal - Lewiston, Me. January 25, 1972

Transcript taken from Express - Portland, Me. January 25, 1972

THE BLACKBOARD

ROBERT E. POWERS, Superintendent
SCHOOL ADMINISTRATIVE DISTRICT NO. 13

One of the most interesting and innovative programs being offered to students in School Administrative District No. 13 schools this year is the "Community Center School Support Program," commonly known as the Bingham Project.

A major goal of the Bingham Project is to provide an opportunity for SAD 13 students to receive career information and guidance and thus enable the students to better plan for their life work. To help accomplish this goal, an up-to-date career library is being established at Valley High School. In addition, career representatives visit various classes to acquaint students with their occupations and to demonstrate how their work involves what is presently being studied by the students.

During the 1970-1971 school year, Stanley Ferguson, a counselor at the University of Maine at Farmington, conceived the project as a means of meeting and solving the problems facing many schools and students in supplying and obtaining career information.

The project was submitted to Title I of the Higher Education Act, and investigations were conducted to see which school districts might be interested in serving as pilot institutions for this experimental program. School Administrative District No. 13 responded and subsequently accepted the invitation to participate in the project.

In September, 1971, Title I HEA accepted the project and agreed to fund it. A coordinator, Graydon Robinson, was hired to develop the program and to supervise its implementation at Valley High School.

In getting the program operable, the first few weeks of the school year were spent in basic organization and in familiarizing teachers and students with the project's goals. Progress was slow, as one of the basic concepts of the project was to establish it so firmly and simply, that in the future it could be used, up-dated and expanded with a minimum of effort, time and expense.

This past December, an evaluation of the project was made by personnel from Title I HEA, Department of Education and University of Maine at Farmington. As a result of this evaluation, the project was granted an additional $4,000 by the State Department of Vocational Education.

Although the outside funding of the Bingham Project will cease after this one year, the program will be a permanent and integral part of the Valley High School Guidance Department. A legacy that the Bingham Project will leave will provide the guidance counselor with an invaluable and hard to match bank of resource materials and contacts for counseling and information purposes in the years to come.

Transcript taken from Somerset Reporter dated March 23, 1972

LAUNCH PLAN TO HELP STUDENTS OBTAIN WORK

The guidance office with the aid of the Bingham Project is attempting to set up a placement service at Upper Kennebec Valley Memorial High School so that those students who want to earn money may have an easier and more effective way of finding a summer job.

There are approximately 70 students who are interested in either full or part time jobs for the summer. Their job interests include the following: gas station, store clerk, secretary, mill worker, waitress, camp jobs, babysitting, work painting, construction, laundry, telephone company, haying, washing dishes, janitor work, woods work, outdoor work, truck driver, gardener, housekeeper, town crews, inland fisheries, roofing.

Many of these students are experienced in the types of jobs they are looking for.

The guidance office is canvassing the area in an attempt to find places where help may be needed. Letters have been sent out to local businesses. Any citizen in the area who will need summer help may contact the guidance counselor, who will inform the students of the job possibility.

Transcript taken from Waterville Sentinel dated April - 1972

BINGHAM PROJECT IS PRAISED

The faculty members of Upper Kennebec Valley Memorial High School in Bingham attended a teacher workshop and banquet Tuesday evening held at the Village Candlelight in Skowhegan. The event was sponsored by the Bingham Project.

Graydon Robinson, Coordinator of the Bingham Project welcomed all members present. He extended thanks to all teachers for the wonderful cooperation given him in the introduction of this new program in the Bingham area. Although Mr. Robinson's work has come to an end at the Bingham School, he feels the program will continue to operate with much success.

Dr. D. Rice, Vice-President of the University of Maine at Farmington was introduced as guest speaker for the evening. He also expressed his pleasure with the success of the Bingham Project, stating that a model had been set for the rest of the state to see and go by.

Also recognized was Stan Ferguson of the University of Maine at Farmington, as it was through his work that the Project came to Bingham. He stated that Bingham would be presented a plaque from the Title I, Higher Education Act, to read as follows: "In recognition of outstanding achievement in supporting and fulfilling the educational goals of the Bingham Project, this plaque is awarded to the citizens of the towns comprising School Administrative District No. 13 by the sponsoring agency Title I Higher Education Act of 1965".

Mrs. Ann Corson, guidance counselor at Valley High School was also recognized for her wonderful work.

Transcript taken from the Waterville Sentinel, May 26, 1972

MISCELLANEOUS FORMS
THE BINGHAM PROJECT

School Guidance Assistance From Community Resources

Valley High School, Bingham, Maine, has been chosen by the Federal Government and the University of Maine at Farmington, for an exprimental program in the area of guidance. The basic idea of this project is to involve the entire community in supplying guidance and career information to students, and to help students to greater academic success, by demonstrating the relationship between particular school-subject areas and life-work.

There are a number of schools having few or no trained guidance personnel. Such schools are at a definite disadvantage in placement of students into post-secondary education, training, and gainful employment. Large schools with teams of guidance counselors, make post-secondary placement for their students an integral part of their guidance programs. Trained counselors have in-depth exposure to post-secondary information, and this knowledge allows them to counsel closely and accurately with their students, in planning for the after high school years.

The University of Maine at Farmington invited, and Valley High School readily accepted, to experiment in using community resources to supply the guidance and career information not otherwise available to a school of this size. This program is not intended to be a one-year project, but rather the formation of a continuing source of help to the school, the students, and ultimately the community. During the first and what might be termed the organizational year, the project will be under the directorship of Mr. Stanley Ferguson, a counselor at the University of Maine at Farmington. On the scene coordinator will be Mr. Graydon Robinson, a new and temporary resident of Bingham.

During the year, as many professional, skilled, and semi-skilled people as possible will be invited to the school, to spend time in the classrooms explaining to students how and why particular subject areas are useful and necessary in a career field. We will attempt to introduce every possible career field existing in the community and surrounding areas. Students will have an opportunity to converse with these people individually, and thus learn more about the fields of work that interest them, and obtain the information necessary to enter these fields.

A career library will be established at the school so that students may investigate various career fields at their leisure. It is hoped that people in the community will be willing to serve as resource persons for the students, so that they may consult, observe, and learn first-hand, the types of work available after graduation, and thus be able to prepare themselves more intelligently and thoroughly for future jobs.

If the project is to succeed, it will require the cooperation of the entire community. Its success will guarantee an even better community spirit, greater availability of prepared workers and citizens, and more informed students as a transition is made from school to life.

Mr. Robinson, who may be contacted through the school, will be happy and anxious to meet and discuss the project with interested persons or groups. Please feel free to direct questions, suggestions, and constructive criticism to Mr. Robinson at any time. We hope the community will speak out, so that we may make this program as effective as possible and thus of the greatest benefit to students, school and community.

BINGHAM PROJECT

DAILY WORKSHEET:
DATE: _____

MANHOURS:

DIRECTOR: Orientation: _____
Supervision: _____ TOTAL: _____

COORDINATOR: Orientation: Faculty: _____
Students: _____
Visitors: _____
TOTAL: _____

Travel: _____
Secretarial: _____
Career Library: _____

ADMINISTRATION: _____

TOTAL _____

FACULTY: _____

COST: COORDINATOR: Travel: _____ (.10 mile)
Phone: _____
Postage _____
Materials: _____ TOTAL: _____

_____
_____
_____

CONTACTS:

COMMENTS: Reverse side

BINGHAM PROJECT

DATA: _____

Date of Visit _____ Business or Profession _____

Representative _____ Title _____

Address _____ Tel. _____

Classrooms visited:

Teacher	Course	No. students
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Mileage traveled by representative _____

COST: _____

Cost in food, lodging and travel (.10 mile) _____ Personal _____

Company _____

Cost to company to release representative to participate _____

Cost to SAD No. 13 _____

MANHOURS: _____

Estimated manhours involved in preparing presentation _____

Contributed by representative _____ by company _____

Hours involved in orientation:

Faculty _____ Students _____ Visitors _____ Committees _____

Hours involved in presentation:

Faculty _____ Students _____ Visitors _____ Committees _____

Hours involved: Director _____ Coordinator _____ Administration _____

Manhours: People in SAD No. 13 _____ People outside SAD No. 13 _____

TOTALS: Manhours _____ Cost _____ No. students _____ No. others _____

Evaluation and /or comments on reverse side:

Graydon M. Robinson, Coordinator
Bingham Project
Valley High School
Bingham, Maine 04920

Dear Members,

There is a special guidance program at Valley High School, known as the "Bingham Project", that should be of interest to citizens of the community. The Federal Government, the Maine State Department of Education, and the University of Maine at Farmington have contributed $24,000.00 for this project, while the cost to the taxpayers of SAD No. 13 has been about $150.00.

This is a unique program which uses community, regional and State resources to furnish career and occupational information to the students of the school. An elaborate and up-to-date career library of written and taped materials is being established, and a large group of career people from all types of occupations are scheduled to visit the school.

As Coordinator of the Project, I would welcome the opportunity to discuss this program with the members of your organization. This is not a request for financial assistance of any kind, but only an attempt to inform the members of the community how, as adults and/or parents, they might make use of the facilities provided. I believe as taxpayers the adults of the area should be informed of the unique opportunities being provided at their school for the students.

As a result of this project, the Federal Government is going to give a citation to Bingham for its part in the project. It would seem that the community would perhaps like to be informed as to the reason for this Federal citation.

If your organization is interested, I would gladly appear at your convenience, and speak about the "Bingham Project", answering any questions concerning it. Please feel free to contact me at the High School, or at my home on Stream Road.

Thank you,
Graydon M. Robinson (signed)
Graydon M. Robinson
Project Coordinator

crb

Graydon M. Robinson, Coordinator
Bingham Project
Valley High School
Bingham, Maine 04920

Dear Citizen,

Your name has been suggested as a member of the community sincerely interested in education. Because of this interest, we would like to invite you to an informal session to be held at Valley High School, Thursday, January 27, at 7:30 P.M.

About a dozen of your fellow-citizens have also been invited. This meeting is being sponsored by the Bingham Project, about which you may, or may not, be familiar. This federally funded project is concerned with providing career and guidance information to students, using community resources.

Since an established Guidance Department is a new concept at the High School, Mrs. Corson the Counselor, and Mr. Robinson the Project Coordinator, would like you to see what we have, what we are doing, and our plans for the future. As concerned citizens, we feel you would be interested in learning more about the Project and the Guidance Department, and perhaps could offer us some suggestions and/or criticisms, as well as giving us your ideas about the directions you think we could or should follow in our long-range planning.

This meeting will be informal and relatively brief. In this age of meetings and so many activities, one more meeting will no doubt be a sacrifice and an inconvenience on your part, but we do feel that it will be most interesting, informative, and beneficial to you, the community, the school and the students.

I am enclosing a self addressed card. Would you be kind enough to return it to me at your earliest convenience, indicating whether you are interested and can attend, so we can plan accordingly.

Thank you,
Graydon M. Robinson
Bingham Project

_____

_____

_____

Dear Sir:

We are presently attempting to set up a placement service at the high school so that those students who want to earn money may have an easier and better way of finding a summer job. We have approximately seventy students who are interested in either full or part-time employment for the summer. Their job interests include the following:

gas station	painting	outdoor work,	store clerk
construction	truck driver	secretary	laundry
gardener	mill worker	telephone co.	housekeeper
waitress	haying	town crews	camp jobs
dishwasher	fisheries	babysitting	janitorial
roofing	hospital	woods work	ANYTHING

I'm sure many of these students will be very willing and able workers. Many are experienced in the types of jobs they are seeking.

We are attempting to canvass the area to find places where help may be needed. If you will need summer help, full or part-time, please contact us at the high school so we can inform our students of job possibilities. You may contact us by calling 672-4485 or by returning the enclosed stamped envelope. If you know of anyone who is looking for summer help, please inform them of what we are trying to do.

SELF-ANALYSIS SUMMARY

1. My three most important interest areas are:
   1) _____
   2) _____
   3) _____
2. Jobs and other activities that have interested me are:
   1) _____
   3) _____
   2) _____
3. My parents say my interests are:
   1) _____
   2) _____
   3) _____
4. My friends and relatives say my interests are:
   1) _____
   2) _____
   3) _____
5. School subjects I liked best are:
   1) _____ 3) _____
   2) _____ 4) _____
6. School Subjects I liked least are:
   1) _____ 3) _____
   2) _____ 4) _____
7. My hobbies are:
   1) _____
   2) _____
   3) _____
8. Sports I like are: Sports I dislike are:
   _____ _____
9. My extracurricular interests are:
   1) _____

2) _____

3) _____

10. Clubs ad organizations I belong to are: (show offices held)

11. My school records are:

1) Very High 93 up _____ 3) Average 75-85 _____

2) High 85-93 _____ 4) Low below 75 _____

12. My high aptitudes are:

1) _____ 6) _____

2) _____ 7) _____

3) _____ 8) _____

4) _____ 9) _____

5) _____ 10) _____

13. My average aptitudes are:

1) _____ 6) _____

2) _____ 7) _____

3) _____ 8) _____

4) _____ 9) _____

5) _____ 10) _____

14. My low aptitudes are:

1) _____ 6) _____

2) _____ 7) _____

3) _____ 8) _____

4) _____ 9) _____

5) _____ 10) _____

15. My best personality traits are:

1) _____

2) _____

3) _____

4) _____

5) _____

16. My poorest personality traits are:

1) _____
2) _____
3) _____
4) _____
5) _____

17. Three things I most want from a career are:

1) _____
2) _____
3) _____
1) _____
2) _____
3) _____

18. Three careers in which I am most interested are: (list in order of choice)

1) _____
2) _____
3) _____

INFORMATION ON A CAREER THAT INTERESTS ME

1. My career choice is

2. Physical requirements of the career:

1) _____
2) _____
3) _____
4) _____
5) _____

4. The location of places I could find employment:

3. Can I meet all the physical requirements of the career?

1) _____ 4) _____
2) _____ 5) _____
3) _____ 6) _____

5. Necessary personal tools and equipment for the career are:
   1) _____
   2) _____
   3) _____
   4) _____
   5) _____
6. The expected income is:
   1) Starting salary per week: _____
   2) Expected earnings after 2 years _____
   3) Expected earnings after 10 years: _____
7. Chances for advancement are:
   1) In this position _____
   2) By changing to another position _____
8. Health and other hazards found in this career are:
   1) _____
   2) _____
   3) _____
9. Health insurance plans in this career are:

_____

10. Retirement benefits in this career are:
    1) Covered by Social Security _____
    2) Covered by a private retirement plan _____
    3) Retirement age in this career _____
11. Duties expected of me in this career are:
    1) _____
    2) _____
    3) _____
    4) _____
    5) _____

12. What will be the need for people in this career in 25 years:

13. What if any vacation benefits:

14. What is the present demand for persons in this career.

15. Does the worker have to:

    1) Have a special license _____

    2) Become a union member _____

16. What special aptitudes are required:

    1) _____

    2) _____

17. What personality traits are most helpful for this job

    1) _____

    2) _____

18. What are the general working conditions

    1) _____

    2) _____

    3) _____

    4) _____

19. What education or training is required for this job

    1) High School _____ 4) College Education _____

    2) Apprenticeship _____ 5) Graduate School _____

    3) Vocational School _____

20. Where can I get the necessary education

    1) _____

    2) _____

    3) _____

21. What will the necessary training cost _____

22. Two disadvantages I see in this career are

1) _____

2) _____

23. Two advantages I see in this career are

1) _____

2) _____

24. Compare your findings about the career area with your self-analysis

1) Do I qualify for this career _____

If no, why not

2) Would I be happy in this career _____

If no, why not _____

EQUIPMENT INVENTORY

4 Casette Tape Recorders
8 Dozen Blank Cassette Tapes
1 16mm Bell and Howell Movie Projector
1 Projector Table
1 8' x 8' Wall Projection Screen
1 Movie Projector Lens for Close Viewing
3 Spare Movie Projector Lamps
1 4 drawer File Cabinet
2 4 x 6 File Drawers
1 7' x 7' Bookcase
1 Secretarial Desk
6 sets Bookends
7 Guidance Area Signs

Following is equipment used by the Project but supplied by the school:

1 4 Drawer File Cabinet
1 2 Drawer File Cabinet
1 Wooden Display rack for Pamphlets
1 Steel Display rack of Pamphlets
12 Chairs
4 Student Desks
1 8' Work Table
1 Typewriter
2 Bulletin Boards

SOURCES OF CAREER MATERIALS

Sextant Systems Inc., 3048 North 34th Street, Milwaukee, Wsc. 53210
(Directory of Free Guidance Materials - $9.95)

Chronicle Guidance Publications, Inc., Moravia, N.Y. 13118
(425 Briefs - .35 each or 77.50 per set)
(Annual Subscription - 80 New Titles each year - 20.25)

Careers, Largo, Florida 33540
(Career Kit - 450 Job Titles, 550 items - 75.00)
(Annual Subscription to up-date kit - 20.00)

Institute for Research, 610 South Federal St., Chicago, Illinois 60605
(Career Research Monographs, 292 Fields, 1,900 Occupations
5 Monographs for 4.75)

Science Research Associates Inc., 259 East Erie St., Chicago, Illinois 60611
(Career Information Kit - 600 Career Publications with two-drawer flip top metal file on wheels - 215.00.
Components can be purchased separately.
400 Occupational Briefs - .49 each or 90.00)

Vocational Guidance Manuals, 235 East 45th St., N.Y., N.Y. 10017
(Vocational Manuals - 1.95 each)

Superintendent of Documents, Gov. Printing Office, Washington, D.C. 20402
(Dictionary Occupational Titles Vol. I 7.75, Vol. II 6.75
Occupational Outlook Handbook 6.25)

J. Weston Walch Publisher, Box 658, Portland, Maine 04104
(Poster on Careers in different occupational areas as related to school subjects - 18 posters per set - 3.50)

American Guidance Service Co., Publisher's Building, Circle Pines, Minn. 55014

Baron's Educational Series, Inc., 113 Crossways Park Dr., Woodbury, N.Y. 11797

Croner Publications, 211-03 Jamaica Ave., Queens Village, N.Y. 11428
(American Trade Schools Directory)

Educator's Progress Service, Randolph, Wisc.
(Educator's Guide to Free Guidance Materials - 9.45)

I.P.D. Publishing Co., 461 Park Ave., N.Y., N.Y. 10016

ADDENDUM

If an institution interested in Career Information and Education were to fund a program such as this in two or three schools each year, in a short period of time, a workable and self-sustaining career program would exist in a majority of Maine rural schools. This one year funding would include about $1000.00 for materials, and subsidy for a coordinator's salary. The resulting career programs would equal or surpass such programs that have received a much larger sum of money over a long period of time. Thus for the same amount of money now spent on one or two schools for career information and education, a large number of schools could benefit.

I would encourage independent and individual programs in each school. However, to help establish such programs, and for schools that do not have career programs, I see the need for a Regional Career Information Center. Such a Center, with a small staff, could obtain and disseminate career materials to schools. Most Guidance Counselors are at a quandry as to where to obtain career information. A Center could be an easy source for information, materials, tape recordings, movies, etc., on careers. It could conduct workshops, and serve as consultant and advisor for new career programs. It could, on a minimum rental basis, buy and share expensive equipment not purchasable under a normal school budget. It could be a coordinating unit for career education, avoiding expensive and time-consuming duplication.